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ABSTRACT

The present volume is a 176-unit course in spoken Sesotho, designed to prepare Peace Corps volunteers to communicate using basic sentence patterns in the most commonly encountered cultural contexts. The units, or "microwave cycles" are presented in two phases, "manipulative" and "communicative" oral practices. The Sesotho material appears in phonemic transcription, with English glosses. Extensive cultural as well as grammatical notes to the student make up an integral part of the course. See AL 002 778 (Introduction to Spoken Baoule) for a brief explanation of the "microwave" approach. [Not available in hard copy due to marginal legibility of original document.] (AMM)

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An Introduction to Spoken Sesotho

AL 002 779

Center For Applied Linguistics

AN INTRODUCTION TO SPOKEN SESOTHO

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120. Don't call us ...

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122. My work is nursing.

123. Should I shut the door?

124. When you saddle a horse, what do you do?

125. Do you wish that I shut the door?

126. I'm not going to teach.

127. Be quiet so we can hear.

128. Bridle it, let me see.

129. It's Ann who is working at the hospital.

130. I came by plane.

131. "Leloala" is a stone which is used for grinding.

132. Wind, unwind.

133. We're studying with all our might so that we'll pass.

134. What time did you arrive there?

135. Who has the ball?
136. What are you saying?!!
137. Tomorrow (please) try to arrive on time.
138. Tell him I want him.
139. I arrived last week.
140. Greeting: Are you still well?
141. Flailing the sorghum.
142. Can you teach Afrikaans?
143. I said, hold the horse.
144. It is asked if you like Lesotho.
145. Get up, wash and eat.
146. To care for a horse is to do what?
147. They will sit down, drink beer, and sing.
148. When the women get home, they unload the donkeys.
149. They are passing near a tree which has a bell.
150. Can I help you, sir?
151. I see men who are threshing sorghum.
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160. I'll be very sorry if you can't be there.
161. Which school will you teach at?
162. What were you doing at the cafe yesterday?
163. I'm thinking of buying shoes instead of a hat.
164. I see Bill doesn't ride well.
165. Will you be at my feast?
166. Hey man, you shouldn't talk about my mother!
167. Do you want to make him stop?
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170. I wasn't buying food.
171. I see two houses.
172. I've already said it.
173. We saw many cars.
174. I'm binding myself to work two years in Lesotho.
175. Who reads the Sesotho newspaper for him?
176. Lesotho became self-governing in 1966
177. I'm teaching eight students.

Cycle 1 Identification: What's your name? 1-1

M-1

A. Present M-1 and M-2 by demonstrating C-1 yourself. Use the names of members of the class.

B. Practice M-1 by having the students repeat each sentence after you.

C. Test the students by giving a word from the left-hand column and having them respond with the full sentence.

Thabô	Kę-Thabô.	Thabo	I am Thabo (a boy).
Mathê̲	Kę-Mathê̲.	Mathe	I am Mathe (a boy or a girl).
John	Kę-John.	John	I am John.
Susan	Kę-Susan.	Susan	I am Susan.
[ ]	Kę-[ ].	[ ]	I am [ ].

M-2

mang?	U-mang?	who?	Who are you?

C-1

A. Ask each student for his name.

B. Have each student ask you for your name.

C. Have the students ask each other for their names.

A:	U-mang?	Who are you?
B:	Kę-[John].	I am [John].

M-3

Proceed with M-3, M-4 and C-2 as you did above.

Thabô	Lebi̲tsô la̲-ka̲ kę-Thabô.	Thabo	My name is Thabo.
Mathê̲	Lebi̲tsô la̲-ka̲ kę-Mathê̲.	Mathe	My name is Mathe.
John	Lebi̲tsô la̲-ka̲ kę-John.	John	My name is John.
Susan	Lebi̲tsô la̲-ka̲ kę-Susan.	Susan	My name is Susan.
[ ]	Lebi̲tsô la̲-ka̲ kę-[ ].	[ ]	My name is [ ].

M-4

u-mang?	Lebitsô la-hao u-mang?	who are you?	What is your name?
la-hao	Lebitsô la-hao u-mang?	your	What is your name?
lebitsô	Lebitsô la-hao u-mang?	name	What is your name?

C-2

A: Lebitsô la-hao u-mang?	What is your name?
B: Lebitsô la-ka kȩ-[John].	My name is [John].
Or: Kȩ-[John].	Or: I'm [John].

C-3

To the student: After class use these questions to learn the names of other students (and teachers) who are in the Sesotho program. Do this several times. Immediate application of what you have learned in class is one of the secrets of successful language study.

TO THE STUDENT:

The short forms

U-mang?
Kȩ-Thabô.

are normally used by the Basotho among themselves. However, the longer forms (M-3, M-4)

Lebitsô la-ka kȩ-Thabô.
Lebitsô la-hao u-mang?

may be used where additional clarity is desirable. Their use is recommended in early conversations between a learner and Basotho, since the increase in redundancy will partially compensate for the student's initial difficulties in pronunciation and comprehension.

The literal meaning of "Lebitsô la-ka kȩ-Thabô." is "Name of mine, I (am) Thabo." The literal meaning of "la-hao" is "of yours (sg.)." In rapid speech lebitsô may be shortened to bitsô.

Some names are given only to boys (Thabô), some only to girls, while others (Mathȩ̂) are given to both boys and girls.

The letter combination ⟨th⟩ does not have the same value in Sesotho as it has in English:

Thabô	is not at all like	thanks
Lesotho	is not at all like	although

The letter combination ⟨ph⟩ does not have the same value in Sesotho as it has in English:

pholo	is not at all like	phone
phasa	is not at all like	phase

This orthographic difference between Sesotho and English will lead to mistakes if you try to learn Sesotho by reading it rather than by hearing it spoken. Hence, learn by listening, not by reading.

Hyphens are used in this course to join elements which in Sesotho really function together as a single word: ke̥-Thabô, u-mang, la̱-ka̱. These are written separately ("disjunctively") in the Lesotho orthography: ke Thabo, u mang, la ka. The use of hyphens, then, adds information needed by the language learner which is not necessary for the Mosotho reader. This modification will not interfere with the reading habits of the Mosotho teacher who uses these lessons nor with your own reading of Sotho literature at a later stage. Where the Lesotho orthography normally uses a hyphen (at the end of a line, or for compounds: bua-bua), in this course a double hyphen (bua=bua) will be used.

The Lesotho orthography (spelling system) uses the letter ⟨o⟩ for two significantly different vowels. Apparently this ambiguity does not disturb the Mosotho reader (meaning helps him to select the right vowel). However, for the language learner the marking of this distinction is absolutely necessary. In this course the "Basotho hat" is used to distinguish these two vowels:

/o/ and /ô/

In this cycle note the use of "hat" /ô/ in lebitsô, in contrast to the use of "plain" /o/ in the word Basotho.

Listen to your language instructor say the following:

ô		o	
Chô̥lô̱	(a name)	Pho̥lo̱	(a name)
se̥bô̥kô̥	a cry	se̥bo̥ko̱	a worm
bô̥pḁ	sulk	bo̱pḁ	create, form
rô̱kḁ	praise	ro̱kḁ	sew
Tša̱bô̥	(a name)	Kha̱bo̥	(a name)

Similarly, the Lesotho orthography uses the letter ⟨e⟩ for two significantly different vowels, and again the "Basotho hat" is used to make the necessary distinction for the language learner: /e/ and /ê/. In this cycle note the use of "hat" /ê/ in Mathê in contrast to the use of "plain" /e/ in kę-.

Listen to your language instructor say the following:

ê		e	
Chęlê̲	(a name)	Chęle̲	(a name)
Thê̲bę̂	(a name)	Tše̲pę	(a name)
ę̂ką	betray	e̲ką	it is like
phę̂hą	cook (v)	phęhą	argue
tšę̂lą	pour	tše̲lą	cross (v)

One other minor modification of the Lesotho orthography is used in this course for the benefit of the language learner. Sesotho is a tone language, having either a relatively high or relatively low pitch on each syllable. The Lesotho orthography does not mark tone (except in one peculiar, isolated instance). The Mosotho reader can read without having the tones marked, but he cannot speak and be understood without putting in the right tones, as the following example will show (low tone is indicated by a hook under the vowel, high tone is indicated by underlining of the vowel):

Kę-Thabô. (low tone on /e/) "I am Thabo."
Ke̲-Thabô. (high tone on /e/) "It is Thabo."

(The hook may be thought of as pulling down the pitch, while the underscore may be thought of as pushing up the pitch.)

From this example it should be quite clear that the meaning of a word or sentence may depend entirely on the use of the correct tones. Right from the start you should imitate your teacher very carefully in this matter of tone. If you don't, or if you try to learn by reading rather than listening, you will put an English intonation on everything and not be understood (except by your teacher when he has become accustomed to your impossible way of speaking Sesotho).

In this course syllables with a high tone are marked by the use of "underscore", and syllables with a low tone are left unmarked (except for a few words which are always marked for low tone by a hook; e.g., kę-, first person singular subject pronoun). For example, the sentence in M-4 has been marked as follows:

Lebi̲tsô la̲-ha̲o u-mang?

This really means:

Lębi̲tsǫ̂ la̲-ha̲o ų-mąn̨g?

In the early cycles all words and sentences are marked for tone. In the later cycles, for reasons of economy, it has not been possible to mark all of them.

In addition, tone is marked by both "hook" and "underscore" at a few of the most crucial points (as in the case of the difference between kę- and ke̲- above). This simply means that low tone, normally indicated by the absence of a mark under the vowel, is in these few instances specially marked by "hook" as a reminder to you to pay particular attention at this point.

While the Lesotho orthography does not normally mark tone differences, there is one contrast between high tone and low tone that is indicated in a peculiar way. In spoken Sesotho the second person singular pronoun prefix for "you" and the third person singular pronoun prefix for "he, she" differ only in tone: the former is low tone, the latter is high tone: /ǫ/ "you" and /o̲/ "he, she". The only difference between these two forms is that of tone; the vowel qualities are identical. Yet the Lesotho orthography writes the second person singular pronoun prefix as ⟨u⟩ rather than ⟨o⟩ to distinguish it from the third singular form which is written as ⟨o⟩. Hence when you find a written ⟨u⟩ meaning "you", you will have to remember that in speech the quality of the vowel is really /o/ and is distinguished in spoken Sesotho from "he, she" by only a tone difference:

U-tsoa kae?	Where do you come from?	⟨u⟩ = /ǫ/ low tone
O-tsoa kae?	Where does he/she come from?	⟨o⟩ = /o̲/ high tone

This course retains this convention of the Lesotho orthography, without any further modifications (i.e., without the use of the hook to indicate low tone). This creates no problems if you learn Sesotho by carefully imitating your language instructor; however, when you read Sesotho, you will have to make a special effort to remember that ⟨u⟩ ("you") = /ǫ/, while ⟨o⟩ ("he, she") = /o̲/.

If you listened carefully, you may have noticed some differences in intonation (pitch level, stress-rhythm pattern) between statements and questions. There will be discussion and practice of this difference in cycles 13 and 15; in the meantime imitate your teacher as carefully as you can.

TO THE TEACHER:

When teaching the "M-phases" in this cycle, you will notice that M-3 and M-4 are slightly different in the way they are constructed. M-3 has a set of sentences which are exactly alike except for the name in each one. M-4, on the other hand, has a single sentence, repeated three times. In "testing" whether or not the students have practiced the sentences of M-3 sufficiently, give them the cue word from the left-hand column and they will respond with the full sentence, substituting the cue word in the proper place.

Teacher	Response
Thabô	Lebitsô la-ka kȩ-Thabô.
Mathê	Lebitsô la-ka kȩ-Mathê.
John	Lebitsô la-ka kȩ-John.

In testing M-4, give them various fragments of the sentence and the students will respond with the entire sentence:

Teacher	Response
u-mang?	Lebitso la-hao u-mang?
la-hao	Lebitso la-hao u-mang?
lebitsô	Lebitsô la-hao u-mang?

Most of the "M-phases" in this course are constructed like M-3. It is important to remember, however, that *any* sentence can be practiced and tested as you did in M-4; so, if a student is having difficulty in pronouncing or remembering a sentence, you can construct this kind of "M" yourself, right on the spot, to give the student some additional practice. For example, the first sentence in M-3:

Teacher	Response
kȩ-Thabô	Lebitsô la-ka kȩ-Thabô.
la-ka	Lebitsô la-ka kȩ-Thabô.
lebitsô	Lebitsô la-ka kȩ-thabô.

Throughout this course square brackets [ ] are used to indicate that you should also substitute other words at this point, taking them from material previously learned or, in the case of this cycle (C-1, C-2), using the names of students and teachers involved in the Sesotho program.

In the course of conducting the class you will need to give some brief instructions and comments. The following Sesotho phrases are suggested for such use. Do not translate or explain them. Their meaning will quickly become clear by the way you use them in conducting the class.

Classroom phrases

Ke-hantlê.
Hapê.
Bua haholo.
Lula fatše.
Mamêla.
Mamêla hantlê.
Êkê/êkêê.
Lula möna.

Eseng "la-k'ha," e-re "la-ka."

At first your students are likely to pronounce Sesotho words with English sounds. But you must insist that they imitate you carefully. At times it will be sufficient to call their attention to the difference between a real Sesotho pronunciation and their English-influenced attempts. For example, in this cycle, students should pay careful attention to the quality of /e/:

kȩ-
lebitsô
Chele
eka

The Sesotho word kȩ- may sound like the English words Kay or key to your students, and Chele may sound like the English word chili, but in fact the Sesotho /e/ is not exactly like any of its apparent English equivalents. Your students may be able to master this vowel sound simply by carefully imitating your speech.

In addition to telling the student which of the sounds he is pronouncing badly, it is often useful to give him a brief pronunciation exercise. This can be done as part of the regular classroom activity, using both the pronunciation exercises found with some of the cycles and the more general set of pronunciation exercises (given separately after all of the cycles). If there are points of pronunciation that students cannot learn by imitating your speech, then a technical discussion of the sound problems involved by the language co-ordinator may be helpful.

P-1

Low-Low	Low-High	High-Low
Thąbǫ̂	Mąthê̱	So̱thǫ
Tsę̂kǫ̂	Chę̂lê̱	Thê̱bę̂
Tęfǫ̂	Chęle̱	Tše̱pę
Pąlǫ̂	Chǫ̂lô̱	Tša̱bô
Chąką	Phǫlo̱	Kha̱bǫ

a) Pronounce each of the columns in turn so that the students can hear the respective tonal patterns. Repeat the process, giving the tonal pattern after each name: e.g., "Thąbǫ̂, low-low," placing the appropriate Sesotho tones on the English identification labels. (It is sometimes helpful to repeat the tones of each name by humming them after pronouncing the name.)

b) Give names from the first two columns randomly, allowing the class to identify the tonal patterns by responding "low-low", "low-high". Do the same for the first and third, the second and third, and then finally all three columns.

c) If you have time, practice the recognition of these tone contrasts by putting these names into the sentence patterns of M-1 and M-3.

d) Two syllable words (and names) may also have a "high-high" tone pattern. Since these are somewhat difficult to distinguish from the "high-low" pattern, they are practiced in cycle 3 rather than here.

Cycle 2 Greetings (to one person): Hello.

M-1

	Lumê̱la.		Greetings.
	Khô̱tsô.		Peace.

C-1

A:	[Lumê̱la].	[Greetings].
B:	[Lu̱mê̱la].	[Greetings].

M-2

ntatë̱	Lumê̱la ntatë̱.	father/sir	Greetings, sir.
mmê̱	Lumê̱la mmê̱.	mother/madam	Greetings, madam.
Thabô	Lumê̱la Thabô.	Thabo	Greetings, Thabo.
Susan	Lumê̱la Susan.	Susan	Greetings, Susan.

M-3

ntatë̱	Khô̱tsô̱ ntatë̱.	father/sir	Peace, sir.
mmê̱	Khô̱tsô̱ mmê̱.	mother/madam	Peace, madam.

M-4

ntatë̱	Ëë, ntatë̱.	father/sir	Yes, sir.
mmê̱	Ëë, mmê̱.	mother/madam	Yes, madam.

C-2

A:	Lumê̱la [ntatë̱].	Greetings, [sir].
B:	Ëë, [ntatë̱].	Yes, [sir].

C-3

A:	[Ntatë̱].	[Sir].
	Or: Ëë, [ntatë̱].	Or: Yes, [sir].
B:	Ëë, [mmê̱].	Yes, [madam].

C-4

A:	Khô̱tsô̱ [mmê].	Peace, [madam].
B:	Khô̱tsô.	Peace.
	Or: Ëë, [ntatë̱].	Or: Yes, [sir].
	Or: Khô̱tsô̱ [ntatë̱].	Or: Peace, [sir].

TO THE STUDENT

The greetings exchange is far more important in Basotho life than in American life; people (even total strangers) do not meet or pass each other without at least exchanging some brief form of greeting (if not, suspicions are aroused!). The simple use of lumê̲la and khô̲tsô will open many "doors" for you as a newcomer to Basotho life. Both lumê̲la and khô̲tsô are commonly used as greetings; some individuals may express a preference for one or the other, but both are widely used and acceptable.

The greetings exchange has basically three parts:

1. Acknowledgement (as in C-1, C-2, and C-3 of this cycle)
2. Inquiries about well-being (as in cycle 6)
3. Inquiries about points of departure and destinations (as in cycle 8).

There is a fair amount of variation in the expressions used, as can be seen in the C-phases of this cycle, and the length of the greetings ranges from the brief exchanges here to an extended exchange containing all three parts. While the form of the greetings varies, the need for greeting people does not vary: it is mandatory. Greet everybody you meet or pass, including strangers. In many situations where you may think it improper to extend greetings (by comparison with the American pattern) it is in fact improper to refrain from using them!

Ntatë̲ and mmê̲ are used to address men and women, whether or not they are actually fathers or mothers; even fairly young children may be addressed in this way. Chiefs are addressed as morê̲na. In addition this term is frequently used in addressing males to whom one wishes to show respect. It can also be used jokingly among friends. Since there are possibilities of misusing morê̲na or being misunderstood, it is preferable initially to use ntatë̲ (even in those cases where you suspect morê̲na would be acceptable); ntatë̲ is acceptable in all situations, including those where morê̲na is customarily or frequently used. European (white) males will often be addressed as "morê̲na".

While personal names can be used in the greetings (as in M-2), they are used less than in American life. The use of ntatë̲, mmê̲, and other words denoting relationships (ausi, my elder sister; ngoan'eso, my brother/sister) is very common, and, as indicated above, is not limited to actual kinship.

The tone pattern of a word is not invariable; in certain grammatical constructions it may change. For example, in C-4 observe that there is a tone change on the second syllable of khô̲tsô:

A: Khô̲tsô̲ [m̥mê̲].
B: Khô̲tsô̥.

A high tone at the end of a sentence, when immediately preceeded by a low tone, is often lowered in pitch so that it hardly sounds like a high tone: For example: Khô̲tsô̲ ntatë̲.

The /n/ in ntatë̲ and the first /m/ in mmê̲ are nasal syllabics; that is, these nasals (occurring before a consonant, never a vowel) are syllables, just like any of the consonant + vowel sequences in Sesotho. In terms of pronunciation this means that ntatë̲ is said with three syllables, mmê̲, with two, and that each of these nasal syllabics has its own tone:

n̥tḁtë̲
m̥mê̲

The Lesotho orthography indicates nasal syllabics before /m/ or /n/ with an apostrophe:

mmê̲ (mother) is written as ⟨'me⟩
nna̲ (I/me) is written as ⟨'na⟩

In this course, however, these nasal syllabics will be written as /m/ or /n/ rather than as apostrophe.

In Sesotho /l/ is pronounced as [d] when occurring before /u/ and /i/:

lumê̲la
[d] [l]

lijö̲ng (dining room)
[d]

Before the other vowels it is pronounced as [l] (very similar to the English [l]).

The Lesotho orthography (spelling system), as pointed out in cycle 1, uses the letter ⟨o⟩ for two significantly different vowels, and the letter ⟨e⟩ for two significantly different vowels. These are distinguished in this course by the use of the "Basotho hat":

/o/ and /ô/
/e/ and /ê/

In addition, the vowel /ê/ has a variation which occurs 1) in a limited set of words and 2) elsewhere in a predictable set of circumstances (when followed by certain consonants and vowels). It is useful for learning purposes to distinguish this special variation of /ê/ by the use of a "double-dot" (umlaut):

/ë/

Two words in this cycle have this variation: ntatë̲, ëë. The difference in sound between /ë/ and /ê/ is not too difficult for an English speaker to hear. However, the difference between /e/ and /ë/ is difficult to hear. It is nevertheless a crucial one for the Sesotho speaker: while the English learner may not hear (and produce) this difference, it is an essential one for the Sesotho speaker.

Because the distinction between these two vowels is more difficult to acquire, extensive usage of the /ë/ vowel is deferred until cycle 39. Of more immediate importance is the difference between /e/ and /ê/. This distinction can easily be heard by the English speaking learner, but it seems somewhat difficult to control consistently in production. Careful use of the pronunciation exercises will help considerably.

What has been said here about a variation of the vowel /ê/ which requires the use of /ë/ for teaching purposes is also true of the vowel /ô/. It too has a variation, written as /ö/ in this course, which is exactly parallel in the circumstances of its occurrence to /ë/. It is first encountered in cycle 5.

In summary, the Lesotho orthography has two letters, ⟨e⟩ and ⟨o⟩, each of which (from the standpoint of language structure) is two different vowels:

/e/ and /ê/
/o/ and /ô/

For accurate pronunciation it is further necessary to distinguish a third pair of vowels which are special variants of /ê/ and /ô/. This is done by marking these variants with a "double-dot":

/ë/
/ö/

TO THE TEACHER:

The square brackets in C-1 to C-4 indicate that other appropriate words should be substituted for additional practice. This convention will be used throughout this course; usually the appropriate substitution is one that has been learned in the M-phase of the cycle, though sometimes appropriate substitutions may come from earlier cycles.

M-1 should be taught by simple repetition. See the notes in cycle 1 for some phrases that should be used in conducting the class.

In the C-phases, an alternative sentence will often be given, as in C-3:

A: [Ntatë].
Or: Ëë, [ntatë̲].
B: Ëë, [mmê̲].

The word "or" is used to indicate:

a) A slight change of expression, with no significant change of meaning.
b) A shorter way of saying the same thing.
c) A change in the direction of the dialog (e.g., the answer to a question may be no instead of yes.

Use the following pronunciation exercises in class:

P-1

Present	Absent
mpheta	pheta
mpalama	palama

****

ntatë	tata
ntima	tima
nthusa	thusa

****

mmê	ma-
mmala	mala
mmali	mali

a) Demonstrate the difference between the presence and absence of syllabic nasals.

b) Give the above randomly, having the students respond "present" or "absent".

c) Use additional materials from the separate pronunciation exercises as necessary.

P-2

High-Low	High-High
Tša̱bô̥	Pi̱tsô̱
Phi̱ri̥	Ko̱ri̱
Tši̱tḁ	Sê̱ta̱
Thê̱bê̥	Tše̱lê̱
Kha̱bô̥	Tšo̱lô̱

a) Demonstrate the difference between these two tone patterns.

b) Give the above names in random order and have the students identify them by responding "high-low" or "high-high". (Some students may notice that there is a slight drop in the pitch of the second "high" in the "high-high" pattern, just as there is a slight drop in the pitch of the second "low" in the "low-low" pattern. This does not change the tone designations; it is the relative "high" and "low" which is significant.)

c) Give the "high-high" group in comparison to the "low-high" group (in cycle 1) as an exercise. Do the same comparison with the "low-low" group.

M-1

Introduce M-1 by first demonstrating C-1, using your own name and the names of each of the members of the class. This will give you an excellent opportunity to emphasize the importance of the tonal difference between kȩ- and ke-.

Thabô	Ke-Thabô.	Thabo	It is Thabo.
Mathê	Ke-Mathê.	Mathe	It is Mathe.
Mphô	Ke-Mphô.	Mpho	It is Mpho.
Susan	Ke-Susan.	Susan	It is Susan.

C-1

A: Kȩ-[Mphô]. (Pointing to self). — I am [Mpho].
Ke-[Susan]. (Pointing to Susan but speaking to someone else.) — She is [Susan].

M-2

ke-	Ke-mang?	it	Who is it?
mang?	Ke-mang?	who?	Who is it?

C-2

A:	Ke-mang?	Who is he?
B:	Ke-[John].	He is [John].

M-3

ke-Thabô	Lebitsô la-hae ke-Thabô.	he is Thabo	His name is Thabo.
lebitsô la-hae	Lebitsô la-hae ke-Thabô.	his name	His name is Thabo.

M-4

ke-mang?	Lebitsô la-hae ke-mang?	who is he/she?	What is his/her name?
la-hae	Lebitsô la-hae ke-mang?	his	What is his/her name?

C-3

A:	Lebitsô la̲-ha̲e̲ ke̲-mang?	What is her name?
B:	Lebitsô la̲-ha̲e̲ ke̲-[Susan].	Her name is [Susan].

C-4

A:	Ke̲-mang?	Who is he?
B:	Ke̲-[Thabô].	He is [Thabo].
A:	Ke̥-mang?	Who am I?
B:	U-[John].	You are [John].

TO THE STUDENT

The importance of correctly hearing and producing the difference between high and low tone in Sesotho is clear from C-1 (where tone alone distinguishes between "I" and "he/she"):

A: Ke̥-Mphô̲.
B: Ke̲-Susan.

By now you have probably observed that Sesotho does not have a word for the verb "to be" in the following:

Ke̥-Thabô.
U-mang?
Ke̲-mang?
Ke̲-Thabô.

In these cases the sentence is simply Subject Pronoun + Predicate. Later you will learn constructions that do use words (ba, le, and na) to express "to be".

TO THE TEACHER

The last two sentences in C-4 are familiar sentence patterns with familiar vocabulary but in combinations that were not practiced in any of the M-phases. If students have any difficulty with these, it probably means that they have not thoroughly mastered the previous material.

The vowel sequence -ae will be troublesome for some of your students. Insist on a good pronunciation when the class is working on the M- and C-phases. For extra practice have the class listen to and imitate the vowel sequence in the following:

la̲-ha̲e
tha̲e
koae̲
ntat'a̲e

lepae
Mothae

E-1

Low Tone I	High Tone he/she
Ke̥-Thabô.	Ke̲-Thabô.
Ke̥-Mathê̲.	Ke̲-Mathê̲.
Ke̥-Mphô̲.	Ke̲-Mphô̲.
Ke̥-Susan.	Ke̲-Susan.
Ke̥-John.	Ke̲-John.
Ke̥-[ ].	Ke̲-[ ].

Use the above exercise, adding names from the class, to give students practice in hearing and producing the tone difference.

a) Have the students listen as you pronounce first one column, then the other, and finally items from each column in comparison.

b) Give the sentences in random order, having the students respond "low" or "high".

c) Have the students repeat the above after you, paying close attention to the tone difference.

d) Test the ability of your students to produce this difference.

E-2

my...	your...	his/her...
lebi̲tsô la̲-ka	lebi̲tsô la̲-ha̲o	lebi̲tsô la̲-ha̲e
lebe̲se la̲-ka	lebe̲se la̲-ha̲o	lebe̲se la̲-ha̲e
letsoa̲i la̲-ka	letsoa̲i la̲-ha̲o	letsoa̲i la̲-ha̲e
lengô̲lô la̲-ka	lengô̲lô la̲-ha̲o	lengô̲lô la̲-ha̲e
lebê̲n̲kêlê̲ la̲-ka	lebê̲n̲kêlê̲ la̲-ha̲o	lebê̲n̲kêlê̲ la̲-ha̲e
lesaka̲ la̲-ka	lesaka̲ la̲-ha̲o	lesaka̲ la̲-ha̲e
letsô̲hô la̲-ka	letsô̲hô la̲-ha̲o	letsô̲hô la̲-ha̲e

The above exercise gives an opportunity to re-inforce the possessive pronouns learned this far. (All of these nouns, except the first, are unknown to the students; for this exercise it is not necessary to translate or explain them; let the students focus their efforts on distinguishing the possessives.)

a) Give the above in random order, having the students respond with "my", "your", or "he/she".

b) Test your students as follows:

T: lebi̲tsô: his   S: lebi̲tsô la̲-ka   T: lebi̲tsô la̲-ka
T: lebe̲se: your   S: lebe̲se la̲-ha̲o   T: lebe̲se la̲-ha̲o
etc.

(The teacher's response after the student serves to correct the student if he was mistaken, or to verify his answer if it was correct. This is an important step in good teaching. You will help your students considerably if you develop the habit of giving the correct answer after the student's response.)

Cycle 4 Leave-taking: Go in peace.

M-1

sala	Sala hantlê.	stay	Stay well.
tsamaea	Tsamaea hantlê.	walk, go	Go well.

C-1

A: Sala hantlê. Stay well.
B: Tsamaea hantlê. Go well.

M-2

tsamaea	Tsamaea ka-khôtsô.	go	Go in peace/peacefully.
sala	Sala ka-khôtsô.	stay	Stay in peace/peacefully.

C-2

A: Sala hantlê [ntatë]. Stay well, [sir].
B: Tsamaea ka-khôtsô. Go in peace.

C-3

A: Tsamaea ka-khôtsô. Go in peace.
B: Sala ka-khôtsô. Stay in peace.

C-4

A: Tsamaea hantlê [mmê].
Or: Tsama'a hantlê.
B: Sala ka-khôtsô.

C-5

A: Sala [hantlê] [mmê].
B: Tsamaea [hantlê] [ntatë].

TO THE STUDENT

Sesotho has no exact equivalent for "good-bye". Instead people say "go well, stay well". There is no fixed order for the use of Sala hantlê and Tsamaea hantlê in the leave-taking exchange; either may be said first.

Tsamaea ka-khôtsô can also be expressed as Tsamaea le-khôtsô (go with peace).

Hantlê, ka-khôtsô, and le-khôtsô are used as adverbs.

In rapid speech tsamaea can reduce to tsama'a:

Tsama'a ka-khôtsô.
Tsama'a hantlê.

If you have been listening carefully to your teacher's pronunciation, you may have observed two features of sentence pronunciation:

1. Final syllables, expecially those with a low tone, are often very weak, to the point of sometimes being "whispered" (unvoiced) rather than spoken outloud (voiced). For example, listen to the last syllables in:

   Ke-Thabô.
   Sala hantlê.

2. The penultimate (second to last) syllable of a statement is longer than other syllables. You can observe this lengthening on the /n/ in hantlê and on the first /ô/ in khôtsô:

   Sala hantlê.
   [nn]
   Tsamaea ka-khôtsô.
   [ôô]

   This lengthening is automatic in statements, but, as you may already have observed, it does not occur with questions. It also occurs when words or names are spoken in isolation:

   Thabô
   [aa]
   lebitsô
   [ii]

   In a later cycle you will practice this as one of the differences between statements and questions. In the meantime, listen carefully to your teacher and imitate his lengthening of the penultimate syllable.

In class, whenever the teacher asks for individual responses, you should be mimicing or responding silently rather than just sitting idly by, waiting for your turn. Talking to yourself like this gives you extra practice, and it is a habit which can serve you well later on in Lesotho when you will have to "pick up" much of the language. There are occasional dangers in repeating vocally whatever you hear a Mosotho say, but there is the greater danger of not learning the language well because of inadequate practice. To learn Sesotho well you will have to use your mouth more than your head. So get lots of practice, mimicing silently in class and vocally outside of class whenever you hear a Mosotho speak.

When repeating a sentence after the teacher, there is a tendency for students, when thay lack confidence, to superimpose the English intonation which says, in effect: "Am I saying this correctly?" Placing such an English intonation over a Sesotho sentence serves no useful purpose, so use the intonation (the up and down variations of pitch) which your Sesotho teacher gives you.

The Basotho are one of the most literate groups in all of Africa. They have a long tradition of literacy and literature which goes back to the middle of the 19th century and the work of the early French protestant missionaries. Many Sesotho books and a number of newspapers are available. Many personal letters and messages are exchanged in Sesotho. But one of the most visible evidences of this literacy is the large number of signs and notices which appear along the streets and roads, in stores, and outside of office buildings. Sometimes these are diglot signs, written in both Sesotho and English. But frequently they are in Sesotho only, like the signs at the airport and the Maseru border post which welcome visitors to Lesotho

Kêna ka-khôtsô (Enter in peace)

and bid them farewell.

Tsamaea ka-khôtsô (Depart in peace)

TO THE TEACHER

This is a short cycle, so there should be ample time during the class period to review cycle 2 and to give some special attention to the pronunciation problems of the students.

English speaking students find it difficult to say /o/ and /ô/ in a Sesotho fashion. They tend to put a [w] after these vowels, but they need to learn not to do this. There are pronunciation materials in the appendix of this course which will provide for practice in mastering /o/ and /ô/. If the class time is limited, at least check on the pronunciation of each student of the following words:

Thabô
khôtsô
Mphô
lebitsô

Cycle 5 Identification: What's this?

M-1

en̲g̲?	Họ̈ö̲ ke̲-en̲g̲?	what	What is this?
họ̈ö̲	Họ̈ö̲ ke̲-en̲g̲?	this	What is this?

M-2

bu̲ka̲	Ke̲-bu̲ka̲.	book	It's a book.
pê̲nê	Ke̲-pê̲nê.	pen	It's a pen.
kora̲nta	Ke̲-kora̲nta.	newspaper	It's a newspaper.
setu̲lô̲	Ke̲-setu̲lô̲.	chair	It's a chair

C-1

A:	Họ̈o̲ ke̲-en̲g̲?	What is this?
	Or: Họ̈o̲ ke̲'n̲g̲?	
B:	Ke̲- [bu̲ka̲].	It's a [book].

C-2

> Now use this question, Họ̈o̲ ke̲-en̲g̲?, to obtain further information from your teacher about other objects in the classroom. It is not necessary for you to learn and remember all the new words you get this way. The important thing is that you have the experience of using this question to get new information.

Student: Họ̈o̲ ke̲-en̲g̲?

Teacher: Ke̲-[ ].

M-3

> Use pictures (from magazines, for example) or the actual objects for practicing M-3.

lijô̲	Ke̲-lijô̲.	food	It's food.
lebe̲se	Ke̲-lebe̲se.	milk	It's milk.
nama	Ke̲-nama.	meat	It's meat.
bohô̲bê	Ke̲-bohô̲bê.	bread	It's bread.

C-3

A: [John] hǫ̈ö̲ ke̲-en̲g̲? John, what is this?
B: Ke̲-[lijô̲].

C-4

Find out the Sesotho words for the following during your next meal at the dining hall (using this question, of course!): coffee, sugar, fork.

TO THE STUDENT

Sesotho has no word for "a" or "the". This distinction is simply not made. For example, in the following sentences it is necessary to supply "a" or "the" in order to have a good English translation:

Ke-buka.	It's a/the book. (Lit: It book.)
Mphê pênê.	Give me a/the pen. (Lit: Give me pen.)

This may seem to be a language deficiency or handicap, but rest assured that Sesotho has other means (e.g., the demonstrative pronouns) to make a reference to the earlier mention of an object when it is necessary to do so.

Cycles 1-4, as well as many more to come, teach language which is useful for social purposes. This cycle and cycle 9, however, give some basic language tools which are extremely helpful in "picking up" Sesotho. Use these tools frequently (see C-4).

The sound of /j/ in

lijô	food
kajëno	today
joala	beer

is pronounced as [dž] (the sound of "j" in "judge") or as [ž] (the sound of "z" in azure). Both pronunciations are used, though [dž] tends to appear in careful speech, while [ž] is used more in rapid speech. The [d] in [dž] is weakly articulated. Your informant will use both, and so should you.

In C-3 both the long and the short forms of eng? are used:

... ke-eng?

... ke-'ng?

The short form is normally used, with the use of the full form of eng? limited to very careful speech and a few other special circumstances. The apostrophe (as in ... ke'ng?) is frequently used in the Sesotho writing system to indicate a contraction.

The word höö will not serve to translate all occurrences of the English "this" (e.g. nthô ëna, thing this), so do not attempt to extend the use of höö to other sentences at this time.

Compare the following sentences:

	Ke-mang?	Who is he? (Lit: it who?)
	Ke-eng?	What is it? (Lit: it what?)

* * * * * * *

Lebitsô la-hae	ke-mang?	What is his name? (Lit: name his it what?)
Hǫ̈ö	ke-eng?	What is this? (Lit: this it what?)

The second set of sentences has a Subject Pronoun + Predicate, just like the first set. But in addition the sentences of the second set have an Independent Subject: lebitsô la-hae, and hǫ̈ö. These two sets of sentences can be summarized (in grammatical terms) as follows:

Subject Pronoun + Predicate

* * * * * * *

Independent Subject + Subject Pronoun + Predicate

Another order is possible for Hǫ̈ö ke-eng?: Ke-eng hǫ̈ö?

TO THE TEACHER

If there is time in class, demonstrate the difference between

	Hǫ̈ö ke'ng?	What's this?
and	Höö ke'ng?	What's that?

by asking students the names of objects close to you (Hǫ̈ö ke'ng?) and the names of objects at a slight distance from you (Höö ke'ng?). Their responses in both cases will be the same:

Ke-[ ].

This will give them further practice in hearing tone distinctions.

Use the question device in C-1 later in the course as a way of teaching the names of objects.

The following are some additional phrases to use in conducting the class. Use them without translation or explanation, but in such a way that the meaning soon becomes clear from the situation in which they are used.

Classroom phrases

Nkêtsisê.
Nkêtsisê hantlê.
Nkêtsisê hapê.
Mamêla hapê.
Hapê-hapê.

Kaofêla
Ëë, ho-joalö.
Ê-ê, ha-ho-joalö.
Leka ho-bua hantlê.
Ke-phêthô.

Cycle 6 Greetings: How are you?

M-1

joang?	U-phela joang?	how	How are you? (lit. How do you live?)
phela	U-phela joang?	live	How are you?

M-2

hantlê	Kȩ-phela hantlê.	well	I'm well.
phela	Kȩ-phela hantlê.	live	I'm well.

C-1

A:	U-phela joang?	How are you?
B:	Kȩ-phela hantlê.	I'm fine.

C-2

A: Lumêla [ntatë].
Or: Khôtsô [ntatë].
B: Ëë, lumêla [mmê].
A: U-phela joang?
B: Kȩ-phela hantlê.

C-3

A:	U-phela joang?	
B:	Kȩ-phela hantlê.	
	Uêna u-phela joang?	You, how are you?
A:	Kȩ-phela hantlê.	I'm fine.

C-4

A: [Lumêla] [mmê].
B: Ëë, lumêla [ntatë].
A: U-phela joang?
B: Kȩ-phela hantlê.
Uêna u-phela joang?
A: Kȩ-phela hantlê.

M-3

phela	U-phela joang?	live	How are you?
tantša	U-tantša joang?	dance	How do you dance?
ithuta	U-ithuta joang?	work	How do you study?

M-4

phela	Kę-phela hantlê.	live	I'm well.
tantša	Kę-tantša hantlê.	dance	I dance well.
sëbëtsa	Kę-sëbëtsa hantlê.	work	I work well.
bua	Kę-bua hantlê.	speak	I speak well.

C-4

A: U-[tantša] joang?	How do you [dance]?
B: Kę-[tantša] hantlê.	I [dance] well.
Or: Hantlê.	Or: Well.

TO THE STUDENT:

This cycle is concerned with the second of the three parts of a full greetings exchange, discussed in cycle 2:

1) Acknowledgment
2) Inquiries about well-being
3) Inquiries about points of departure and destinations (cycle 8)

Inquiries about individual well-being can take several forms, only one of which is introduced here. Inquiries about family members of other individuals are not normally part of the greetings exchange (except when the two parties are close acquaintances). If two people meet and for some reason omit either of the first two parts of the greetings, it is considered quite proper, even necessary, to return to the greetings (when the original reason for omitting them has been disposed of) and complete them.

Previous cycles have introduced sentences consisting of Subject Pronoun + Predicate:

Kę-Thabô.
U-mang?

and Imperative + Adverb:

Tsamaea hantlê.

In this cycle another type of sentence is introduced, Subject Pronoun + Verb + Adverb:

Kḙ-phela hantlê.
U-tantša joang?

The statement and the question both have the same word order in Sesotho. The difference between them is made by the use of a question word, and by a raising of the entire pitch level of the question, and by an absence of penultimate lengthening (cycle 4) in the question. These differences will be practiced further in cycle 15.

The /ë/ in sëbëtsa (M-3) differs noticeably in quality from the /ê/ in Thêbê or tsêbê (ear); in fact it sounds almost like the /e/ in Tšepe or sebe (sin). In cycle 2 /ë/ was identified as really a variation of /ê/ which occurs in a limited set of words or in a predictable set of circumstances. One of these circumstances can be observed in sëbëtsa: The consonant /ts/ is never preceded by /ê/; or to put it another way, the vowels in sëbëtsa are /ê/ which have changed to /ë/ because of the influence of /ts/. In later cycles you will learn a set of consonants and vowels which by their presence change /ê/ to /ë/ and /ô/ to /ö/.

The Lesotho orthography writes [w] and [y] in a manner that will strike you as odd until you have become accustomed to it:

[w] is written as ⟨o⟩ (joang, in M-1) and in some cases ⟨u⟩ (uêna, in C-2)
[y] is written as ⟨e⟩ (tsamaea in cycle 2)

Hence, in this cycle uêna is pronounced as [wêna]. There will be further comment on this convention as it is encountered in later cycles, however, the safest rule is to learn the pronunciation of Sesotho by listening to your language instructor rather than reading.

TO THE TEACHER:

Uêna, used in C-2, is not taught in the M-phase. After C-1 has been practiced, uêna can be introduced simply by your taking the part of "B" in C-2 with all of the students.

Normally the students should have their books closed during the class period. It may be useful, however, to ask them to open their books for a quick glance at the longer C-phases (such as C-2 and C-4) in order to memorize the order of the conversation. This should be very brief, and it should be followed by extensive practice with the books closed. For these purposes you can give the necessary instructions in Sesotho without translating or explaining them:

Phetlang libuka tsa-lona.
Koahelang libuka tsa-lona.

Cycle 7 Identification: Who is your teacher?

M-1

ti̱chêrê	Ti̱chêrê ea̱-ha̱o ke̱-mang?	teacher	Who is your teacher?
ea̱-ha̱o	Ti̱chêrê ea̱-ha̱o ke̱-mang?	your	

M-2

ti̱chêrê	Ti̱chêrê ea̱-ka̱ ke̱-Thabô.	teacher	My teacher is Thabo.
ea̱-ka	Ti̱chêrê ea̱-ka̱ ke̱-Thabô.		

C-1

A:	Ti̱chêrê ea̱-ha̱o ke̱-mang?	Who is your teacher?
B:	Ti̱chêrê ea̱-ka̱ ke̱-[Thabô].	My teacher is Thabo.
	Or: Ke̱-[Thabô].	Or: It is Thabo.

C-2

A:	Ti̱chêrê ea-ha̱o ke̱-mang?	
B:	Ke̱-[Thabô].	
	Uêna̱ ti̱chêrê ea-ha̱o ke̱-mang?	You, who is your teacher?
A:	Ke̱-Chêlê̱.	

M-3

ea̱-ha̱e	Ti̱chêrê ea-ha̱e̱ ke̱-mang?	his	Who is his teacher?
John	Ti̱chêrê ea-John ke̱-mang?	John	Who is John's teacher?
Susan	Ti̱chêrê ea-Susan ke̱-mang?	Susan	Who is Susan's teacher?

C-3

A:	Ti̱chê̱rê̱ [ea̱-John] ke̱-mang?	Who is John's teacher?
B:	Ti̱chê̱rê̱ [ea̱-John] ke̱-[Thabô].	John's teacher is Thabo.
	Or: Ke̱-[Thabô].	Or: It's Thabo.

C-4

Practice the following in class. Then outside of class at your first opportunity, use this conversation to get information about the teachers of other PCV's in your group.

A and B: Do C-2.

A:	Ti̱chêrê [ea̱-John] ke̱-mang?	
	Or: Ea̱-John ke̱-mang?	Who is John's (teacher)?
B:	Ti̱chêrê [ea̱-John] ke̱- Mphô̱.	

TO THE STUDENT

In earlier cycles you learned the following phrases:

lebitsô la-ka	my name (name of mine)
lebitsô la-hao	your name (name of yours)
lebitsô la-hae	his/her name (name of his/hers)

Compare these with:

tichêrê ea-ka	my teacher (teacher of mine)
tichêrê ea-John	John's teacher (teacher of John)
lebitsô la-tichêrê	the teacher's name (name of the teacher)

The forms la- and ea- are used to show a possessive relationship between a noun and possessive pronoun (-ka, -hao, -hae) or between a noun and another noun (or name). You will eventually learn a whole set of these "possessive" forms (a total of 8 different ones) which are used 1) to indicate possession and 2) to describe the first noun of the phrase (e.g., pitsa ea-mëtsi, pot of water). This latter, the descriptive use of the "possessive", is one of several ways of qualifying a noun and it will be discussed and practiced in later cycles. Also it will be necessary to learn how to determine which of the several possessive forms is used with a particular noun. For this cycle it will be sufficient to remember that lebitsô is followed by la- and tichêrê is followed by ea-.

The possessive pronoun -hao is sometimes spelled as ⟨-hau⟩ in the Lesotho orthography.

TO THE TEACHER

A review of cycles 1, 3, and 5 should be included in the practice of this cycle.

If there is time, you can introduce and practice the following reduced sentence in C-2 (Cf. the reduced sentence in C-4):

B: Ke-Thabô. Uêna ea-hao ke-mang?

Cycle 8 Greetings: I'm coming from Lerib .
I'm going to Maseru.

M-1

To the instructor: Introduce the towns from Lesotho by referring to a map:

Mö̲na ke̲-Masëru̲.

Mö̲na ke̲-Leri̲bê.

Mö̲na ke̲-Mafetë̲ng.

Masëru̲	Kȩ-tsoa Masëru̲.	Maseru	I'm coming from Maseru.
Leri̲bê	Kȩ-tsoa Leri̲bê.	Leribe	I'm coming from Leribe.
Mafetë̲ng	Kȩ-tsoa Mafetë̲ng.	Mafetëng	I'm coming from Mafeteng.
[Warner Springs]	Kȩ-tsoa [Warner Springs].	[Warner Springs]	I'm coming from [Warner Springs].
lijö̲ng	Kȩ-tsoa lijö̲ng.	dining hall	I'm coming from the dining hall.
[Smith Hall]	Kȩ-tsoa [Smith Hall].	[Smith Hall]	I'm coming from [Smith Hall].

M-2

tsoa	U-tsoa kae?	come from	Where are you coming from?
ea	U-ea kae?	go to	Where are you going?

C-1

A: U-tsoa kae?	Where are you coming from?
B: Kȩ-tsoa [lijö̲ng].	I'm coming from the [dining hall].

M-3

Masëru̲	Kȩ-ea Masëru̲.	Maseru	I'm going to Maseru.
Leri̲bê	Kȩ-ea Leri̲bê.	Leribe	I'm going to Leribe.
Mafetë̲ng	Kȩ-ea Mafetë̲ng.	Mafeteng	I'm going to Mafeteng.
[Warner Springs]	Kȩ-ea [Warner Springs].	[Warner Springs]	I'm going to [Warner Springs].
lijö̲ng	Kȩ-ea lijo̲ng.	dining hall	I'm going to the dining hall.
[Smith Hall]	Kȩ-ea [Smith Hall].	[Smith Hall]	I'm going to [Smith Hall].

C-2

A:	U-ea kae?	Where are you going?
B:	Kȩ-ea [Smith Hall].	I'm going to [Smith Hall].

C-3

A: U-tsoa kae?
B: Kȩ-tsoa [Smith Hall].
A: U-ea kae?
B: Kȩ-ea [lij̲ö̲ng].

C-4

A:	Lumê̲la [mmê].	
B:	Ëë, lumê̲la.	
A:	U-phela joang?	
B:	Kȩ-phela ha̲n̲tlê. Uêna̲ u-phela joang?	
A:	Le̲-n̲n̲a̲ kȩ-phela ha̲n̲tlê.	Me too, I'm well.
	U-ea kae?	
B:	Kȩ-ea [Smith Hall].	
A:	U-tsoa kae?	
B:	Kȩ-tsoa [lij̲ö̲ng].	

TO THE STUDENT

The third part of the greetings, the inquiries about points of departure and destinations, involves information not included in English greetings; as an American you may react to these questions "None of your business!" In Sesotho, however, these questions must be regarded as merely a part of the greetings, and not as an effort to pry into personal affairs.

The question "U-tsoa kae?" can be answered by citing the name of the place where you slept the previous night, or by citing some other place you visited that day up to the time of the question. If you live in Leribê and you are shopping in Masëru when the question is asked, you can answer "Kȩ-tsoa Leribê." or "Kȩ-tsoa ha-Fraser", naming, for example, the store you have just left.

The question "U-ea kae?" can be answered by citing your ultimate destination (for the day or the particular journey) or some intermediary point.

The question "U-tsoa kae?" has two meanings: 1) Where are you coming from (the starting point of this journey)? 2) Where do you come from (birthplace or home)? In the context of the greetings the first meaning applies, and the answer will contain some local place. As a newcomer to Lesotho you will frequently be asked "U-tsoa kae?" with the second meaning intended, and you will answer "Kȩ-tsoa Amërika."

Imitate your language instructor carefully when pronouncing the name of the capital: Maseru. It has a high tone on the last syllable (which is not the way most English speakers say it): Mąsȩ̈ru̲. Compare this with the tone pattern of Leribe: Lȩri̲bȩ̂. Leri̲bê is also known as Hlotse.

Sesotho does not need a preposition with tsoa or ea, as is the case for the English equivalent (see M-1 and M-3), since it is part of the sense of the verb.

The /ö/ in lijöng differs noticeably in quality from the /ô/ in Thabô. In cycle 2 /ö/ was identified as really a variation of /ë/ which occurs in a limited set of words or in a predictable set of circumstances. The word lijöng comes from lijô, food; the addition of the suffix -ng, which means "place of", brings about the change of /ô/ in lijô to /ö/ in lijöng. The presence of -ng, as you will see in later cycles, always changes /ô/ to /ö/
and /ê/ to /ë/
In cycle 39 you will practice applying this rule.

TO THE TEACHER

In M-1, for additional practice use several more place names and have students point to the map, giving the appropriate phrases.

Cycle 9 Identification: What is a "pêntšêlê"?

M-1

Use the actual objects to practice the following:

bu̲ka̲	Mphê̲ bu̲ka̲.	book	Give me a book.
kora̲nta	Mphê̲ kora̲nta.	newspaper	Give me a newspaper.
pê̲ntšêlê	Mphê̲ pê̲ntšêlê.	pencil	Give me a pencil.

M-2

Practice the following first with the long form, ... ke̲-eng?, then with the short form ... ke̲'ng? The former is used in careful speech, the latter in normal speech.

bu̲ka̲	"Bu̲ka̲" ke̲-en̲g̲?	book	What is "book"?
kora̲nta	"Kora̲nta" ke̲-en̲g̲?	newspaper	What is "newspaper"?
pê̲ntšêlê	"Pê̲ntšê̲lê̲" ke̲-en̲g̲?	pencil	What is "pencil"?

M-3

bu̲ka̲	"Bu̲ka̲" ke̲-nthô̲ ëna.	book	This thing is a book.
kora̲nta	"Kora̲nta" ke̲-nthô̲ ëna.	newspaper	This thing is a newspaper.
pê̲ntšêlê	"Pê̲ntšê̲lê̲ ke̲-nthô̲ ëna.	pencil	This thing is a pencil.

C-1

A: Mphê̲ [pê̲ntšêlê].	Give me a pencil.
B: ["Pê̲ntšê̲lê̲"] ke̲'n̲g̲?	What's a pencil?
A: (Pointing) ["Pê̲ntšê̲lê̲"] ke̲-nthô̲ ëna.	This thing is a pencil.
Or! Ke̲-nthô̲ ëna.	Or: It is this thing.

M-4

Use pictures or the actual objects to practice the following:

kö̲fi̲	Mphê̲ kö̲fi̲.	coffee	Give me some coffee.
lebe̲se	Mphê̲ lebe̲se.	milk	Give me some milk.
te̲ë̲	Mphê̲ te̲ë̲.	tea	Give me some tea.

C-2

Repeat C-1, using the vocabulary from M-4.

Practice the following first with the long form ... batla eng?, then with the short form ... batla'ng?

M-5

batla	U-batla e̲n̲g̲?	want	What would you like? (lit: You want what?)
e̲n̲g̲?	U-batla e̲n̲g̲?	what	

C-3

At your next meal you will need to select your drink in Sesotho; so be sure you know at least the word for your favorite beverage.

Teacher:	U-batla'ng?	What would you like?
Student:	Mphê̲ [kŏfi].	Give me some coffee.

C-4

Outside of class, listen for an opportunity to use the question
"[ ]" ke̲'ng?

TO THE STUDENT:

Mphê is an imperative form consisting of Object Pronoun + Verb. The object pronoun is m- and the verb is fa, which is no longer recognizable because it has undergone two changes:

1) -f- has become -ph- because of the influence of m-.
2) -a has been replaced by -ê; this always takes place when there is an object pronoun.

These changes will be practiced in later cycles; here you need only to memorize form mphê, give me.

The demonstrative pronoun ĕna (M-3) takes other forms when occuring after other nouns, so do not attempt to extend the use of ĕna to other sentences.

In M-2 and M-5 you have learned that the question word eng? has a short form -ng? This is used in ordinary conversation, while the longer form eng? is used in special circumstances or in careful speech.

Four different sentence patterns are used in this cycle. Can you identify them?

The sentences in M-4 can be used at the dining hall counter where the beverages are dispensed, but they cannot be used at the table to say "Pass me the [ ]."

TO THE TEACHER:

One of the Basotho teachers should serve the beverages at the next meal in the cafeteria, asking each student "U-batla'ng?" Students who cannot answer properly in Sesotho should be given water!

If there is time, you may add the use of Kẹa-lĕboha in C-3.

Cycle 10 Greetings (several persons)

M-1

lumêla	Lumêlang.	greetings (to one)	Greetings (to more than one)
khôtsô	Khötsöng.	peace (to one)	Peace (to more than one).

C-1

A:	[Lumêlang].	Greetings (to more than one).
B:	Ëë, [ntatë].	Yes, [sir].
Or:	Ëë, [lumêla] [ntatë].	Yes,[greetings][sir].

M-2

sala	Salang hantlê.	stay	Stay (pl) well.
tsamaea	Tsamaeang hantlê.	go, walk	Go (pl) well.

C-2

A:	Tsamaea hantlê [ntatë].	Go well, [sir].
B:	Salang hantlê.	Stay (pl) well.

M-3

ntatë	Lumêlang bö=ntatë.	father/sir	Sirs.
mmê	Lumêlang bö=mmê.	mother/madam	Mesdames.

C-3

A:	Lumêlang [bö-ntatë].	Greetings, [sirs].
B:	Lumêla [mmê].	Greetings, [madam].

C-4

A:	Khötsöng [bö-mmê].	Peace, [mesdames].
B:	Ëë, khôtsô [ntatë].	Yes, peace [sir].

C-5

A:	[Bö-mmê].	[Mesdames].
B:	Ëë, [ntatë].	Yes, [sir].

C-6

A:	Tsama̱ea̱ng [ka̱-khôtsô] [bö̱-mmê].	Go [in peace], [mesdames].
B:	Sa̱la [ka̱-khô̱tsô̱] [ntatë̱].	Stay [in peace], [sir].

Cycle 11 Identification: What is (the word) for "beer" in Sesotho?

M-1

"Beer"	"Beer" ke̱ ' ṉg̱ ka̱-Seso̱tho?	What is "beer" in Sesotho?
"Water"	"Water" ke̱ ' ṉg̱ ka̱-Seso̱tho?	What is "water" in Sesotho?
"Salt"	"Salt" ke̱ ' ṉg̱ ka̱-Seso̱tho?	What is "salt" in Sesotho?

M-2

joala̱	Ke̱-joala̱	beer	It's beer.
mëtsi̱	Ke̱-mëtsi̱.	water	It's water.
letsoa̱i	Ke̱-letsoa̱i	salt	It's salt.

C-1

A: "[Beer]" ke̱ ' ṉg̱ ka̱-Seso̱tho?	What is "beer" in Sesotho?
B: Ke̱-[joala̱].	It's beer.

C-2

A: Hö̱o̱ ke̱-ṉg̱?	
B: "[Salt]"	
A: Ê-ê, ka̱-Seso̱tho.	No, in Sesotho.
B: Öö̱. Ke̱-[letsoa̱i].	Oh. It's salt.

Cycle 12 Leave-taking: Goodnight, Chet.

M-1

Thabô	Fonane, Thabô.	Thabo	Goodnight, Thabo.
Chet	Fonane, Chet.	Chet	Goodnight, Chet.
David	Fonane, David.	David	Goodnight, David.

C-1

A: Fonane, [Chet].	Goodnight, Chet.
B: Fonane, [David].	Goodnight, David.

M-2

tsamaea	Tsamaea hantlê.	go, walk	Go well.
sala	Sala hantlê.	stay	Stay well.
rôbala	Rôbala hantlê.	sleep	Sleep well.

C-2

A: Fonane.	Goodnight.
B: Rôbala hantlê.	Sleep well.

M-3

rôbala	Kȩ-se ke-il'ö́ rôbala.	sleep	I'm going to go sleep.
apara	Kȩ-se ke-il'ö́ apara.	dress	I'm going to get dressed.
ithuta	Kȩ-se ke-il'ö ithuta	study	I'm going to study.

C-3

A: Kȩ-se ke-il'o [apara].	I'm going to get dressed.
B: Ke-hantlê.	Good.

C-4

A: Kȩ-se ke-il'ö rôbala.	I'm going to go sleep.

B: Ke-hantlê.

A: Fonane

Or: Sala hantlê.

B: Rôbala hantlê.

Or: Tsamaea hantlê.

Cycle 13 Identification: Who? Me?

M-1

To the teacher: Present C-1 as a monologue before practicing the following.

Tom	Eêna̱ ke̱-Tom.	Tom	Him, he's Tom.
Susan	Eêna̱ ke̱-Susan.	Susan	Her, she's Susan.
[ ]	Eêna̱ ke̱-[ ].		

C-1

A: (as a monologue):

Nna̱ ȩ-Thabô. (Pointing) — Me, I'm Thabo.
Uêna̱ u-John. (Pointing) — You, you're John.
Eêna̱ ke̱-Tom. (Pointing) — Him, he's Tom.

M-2

To the teacher: Present C-2 as a monologue before practicing the following.

Susan	Eêna̱ lebi̱tsô la̱-ha̱e̱ ke̱-Susan.	Susan	She, her name is Susan.
Tom	Eêna̱ lebi̱tsô la-ha̱e̱ ke̱-Tom.	Tom	He, his name is Tom.
[ ]	Eêna̱ lebi̱tsô la-ha̱e̱ ke̱-[ ].		

C-2

A: (as a monologue):

Nna̱ lebi̱tsô la̱-ka̱ ȩ-[Thabô]. — Me, my name is [Thabo].
Uêna̱ lebi̱tsô la̱-ha̱o̱ u-[John]. — You, your name is [John].
Eêna̱ lebi̱tsô la̱-ha̱e̱ ke̱-[Susan]. — She, her name is [Susan].

M-3

tlöö̱	Tlöö̱ koano!	come	Come here!
ko̱ano	Tlöö̱ ko̱ano!	here	Come here!

C-3

A: Tlöö̱ ko̱a̱no! — Come here!
B: Mang? Nna̱? — Who? Me?
A: Ëë, uêna̱, tlöö̱ koa̱no. — Yes, you; come here.

M̲-̲4̲

John	Ê-ê, John.	John	No, John.
Mathê̲	Ê-ê, Mathê̲.	Mathe	No, Mathe.

C̲-̲4̲

A:	Tlöö̲ koa̲no!	
B:	Mang? Nna̲?	
A:	Ê-ê, [Mathê].	No, Mathe.

C̲-̲5̲

A:	Uêna̲ u-mang?	You, who are you?
B:	Nna̲?	Me?
A:	Ëë, uêna̲.	Yes, you.
B:	Lebi̲tsô la̲-ka̲ kȩ-[Thabô].	My name is [Thabo].

C̲-̲6̲

A:	Kȩ-ea [Warner Springs].	I'm going to [Warner Springs].
B:	Uêna̲?	You?
A:	Ëë.	Yes.

C̲-̲7̲

T: (Asking a student to identify himself.)
[John] ke̲-mang?
John: Ke̲-nna̲ John.

TO THE STUDENT:

Nna, uêna, and eêna are independent pronouns (also sometimes called "absolute pronouns") capable of occurring alone (as in C-3, C-5, etc.) or of adding emphasis or clarity to the pronoun prefix of the verb (as in C-2 and C-5). These independent pronouns never replace the subject prefix pronouns (kȩ-, u-, and ke̲-). It is not possible, for example, to say *Nna-Thabô (I am Thabo) or *Uêna-tsoa Amêrika (You come from America.) The subject prefixes are obligatory to the verb, while the independent pronouns which further identify the subject are optional and in a sense constitute an addition to the basic part of the sentence, the verb. Nouns, like the independent pronouns, are optional and merely further identify the subject already identified by the subject prefix:

O-ea Masëru.	He's going to Maseru.
Thabô o-ea Mase̋ru.	Thabo, he's going to Maseru.

The use of "o" as the 3rd person singular subject prefix of verbs will be introduced in a later cycle.

The independent pronoun can be placed after as well as before the verb:

U-mang, uêna?

Nna is written as 'na in the Lesotho orthography; the change has been made to facilitate your learning of this "long consonant". The Lesotho orthography normally represents a /w/ sound by ⟨o⟩ plus a vowel (as in ⟨joang⟩, /jwang/) and a /y/ sound by ⟨e⟩ plus a vowel (as in ⟨eêna⟩, /yêna/). However, in the case of ⟨uêna⟩, the /w/ sound is represented by ⟨u⟩plus a vowel.

TO THE TEACHER:

Demonstrate the following for the class:

Nna?	Nna.
Uêna?	Uêna.
Eêna?	Eêna.

Practice recognizing the difference between nna, 'I', and naa, for questions, responding with "question" or "pronoun":

Question	Pronoun
Naa kȩ-Thabô?	Nna, kȩ-Thabô.
Naa kȩ-Mathê?	Nna, kȩ-Mathê.
Naa-kȩ-Mphô?	Nna, kȩ-Mphô.
Naa kȩ-Linêô?	Nna, kȩ-Linêô.
Naa kȩ-Mamêllô?	Nna, kȩ-Mamêllô.
Naa kȩ-Palesa?	Nna, kȩ-Palesa.
Naa-kȩ-Maleshoane?	Nna, kȩ-Maleshoane.
Naa-kȩ-ea Morija?	Nna, kȩ-ea Morija.
Naa kȩ-tsoa Butha-Buthê?	Nna, kȩ-tsea Butha-Buthê.
Naa kȩ-phela Rôma?	Nna, kȩ-phela Rôma.
Naa kȩ-sëbëtsa Mafetëng?	Nna, kȩ-sëbëtsa Mafetëng.
Naa kȩ-phela Mohales Hoek?	Nna, kȩ-phela Mohales Hoek.
Naa kȩ-sëbëtsa Khautëng?	Nna, kȩ-sëbëtsa Khautëng.

Continue the above by adding a third group of sentences:

Pronoun + question

Nna, kȩ-Thabô?

Nna, kȩ-Mathê?

Nna, kȩ-Mphô?

etc.

Cycle 14 Greetings: How are you (pl)?

M-1

phela	Le-phela joang?	live	How are you (pl)?
ithuta	Le-ithuta joang?	study, learn	How do you (pl) study?
tantša	Le-tantša joang?	dance	How do you (pl) dance?

M-2

phela	Re-phela hantlê.	live	We are fine.
ithuta	Re-ithuta hantlê.	study, learn	We study well.
tantša	Re-tantša hantlê.	dance	We dance well.

C-1

A:	Le-[phela] joang?	How are you?
B:	Re-[phela] hantlê.	We are fine.

C-2

A:	Lumêlang.	
B:	Lumêla [ntate].	
A:	Le-phela joang?	
B:	Re-phela hantlê.	
	Uêna u-phela joang?	You, how are you?
A:	Kȩ-phela hantlê.	

C-3

A:	Le-tsoa kae?	Where are you (pl) coming from?
B:	Re-tsoa [dormêtering].	We are coming from the dormitory.
A:	Öö, ke-hantlê.	That's good.

C-4

A:	Le-ea kae?	Where are you (pl) going?
B:	Re-ea [tlelaseng].	We are going to class.
A:	Öö, ke-hantlê.	That's good.

C-5

A and B: Do C-2.
A and B: Do C-3.
A and B: Do C-4.

Cycle 15 Identification: Is his name Tau?

M-1

Tau	Naa ke-Tau?	Tau	Is he Tau?
Mphô	Naa ke-Mphô?	Mpho	Is he/she Mpho?
John	Naa ke-John?	John	Is he John?
Susan	Naa ke-Susan?	Susan	Is she Susan?

C-1

A: Naa ke-[Tau]?	Is he [Tau]?
B: Ëë, ke-[Tau]?	Yes, he's [Tau].

M-2

Tau	Hḁ-se-Tau.	Tau	He is not Tau.
Mphô	Hḁ-se-Mphô.	Mpho	He/she is not Mpho.
John	Hḁ-se-John.	John	He is not John.
Susan	Hḁ-se-Susan.	Susan	She is not Susan.

C-2

A: Naa ke-[Tau]?	Is he [Tau]?
B: Hḁ-se-[Tau]. Ke-[Mphô].	He is not [Tau]. He is [Mpho].

M-3

Tau	Naa lebitsô la-hae ke-Tau?	Tau	Is his name Tau?
Mphô	Naa lebitsô la-hae ke-Mphô?	Mpho	Is his/her name Mpho?
John	Naa lebitsô la-hae ke-John?	John	Is his name John?
Susan	Naa lebitsô la-hae ke-Susan?	Susan	Is her name Susan?

C-3

A: Naa lebitsô la-hae ke-[Tau]?	Is his name [Tau]?
B: Ëë, ke-[Tau].	Yes, it is [Tau].

M-4

Tau	Lebitsô la-hae hḁ-se-Tau.	Tau	His name is not Tau.
Mphô	Lebitsô la-hae hḁ-se-Mphô.	Mpho	His/her name is not Mpho.
John	Lebitsô la-hae hḁ-se-John.	John	His name is not John.
Susan	Lebitsô la-hae hḁ-se-Susan.	Susan	Her name is not Susan.

C-4

A:	Na̲a lebi̲tsô la̲-ha̲e̲ ke̲-[Tau]?	Is his name [Tau]?
B:	Lebi̲tsô la̲-ha̲e̲ hą-se̲-[Tau].	His name is not [Tau].
	Ke̲- [Mphô].	He is [Mpho].

Cycle 16 Greetings: Are you up?

M-1

phela	U-phela jo̲a̲n̲g̲ k̲a̲j̲ë̲no?	live	How are you today?
tsoha	U-tso̲ha jo̲a̲n̲g̲ k̲a̲j̲ë̲no?	get up, wake up	How are you today? (lit: You are-awake how today?)

M-2

tso̲ha	Kȩa-tso̲ha.	wake up	I'm well.
phela	Kȩa-phela.	live	I'm well.

C-1

A: U-tso̲ha jo̲a̲n̲g̲ k̲a̲j̲ë̲no? How are you today?

B: Kȩa-tso̲ha. I'm well.

C-2

A: U-phela joang?

B: Kȩa-phela. I'm well.

C-3

A: Lumê̲la.

B: Ëë, lumê̲la.

A: U-tso̲ha joang?

B: Kȩa-tso̲ha.

Uêna u-tso̲ha joang?

A: Kȩa-tso̲ha.

C-4

A: Khô̲tsô̲ [ntatë̲].

B: Ëë, khô̲tsô̲ [mmê].

A: U-phela joang?

B: Kȩa-phela.

Uêna u-phela joang?

A: Kȩa-phela.

Cycle 17 Identification: It's not sugar, it's salt.

M-1

> To the teacher: Teach the following by REPETITION (the class, then individuals repeating the entire sentence after you).

Hą-se̱-lebe̱se, ke̱-më́tsi̱.	It's not milk, it's water.
Hą-se̱-kö̱fi̱, ke̱-te̱ë̱.	It's not coffee, it's tea.
Hą-se̱-tsoe̱ke̱re, ke̱-letsoa̱i.	It's not sugar, it's salt.

C-1

S:	Mphê̱ [tsoe̱kere]. (receives salt, protests)	Give me [sugar].
	Ê-ê, hą-se̱-[tsoe̱kere], ke̱-[letsoa̱i].	No, it's not [sugar], it's [salt].
T:	Ntšoa̱rê̱lê. Ke̱-phôsô.	Excuse me. It is a mistake.
S:	(receives the sugar)	
	Taṉki.	Thanks.

Cycle 18 Knock-knock, who's there?

C-1

A:	Kö-kö.	"Knock-knock".
B:	Kêna. Or: Ëë, kêna.	Come in.

C-2

A:	Kö-kö.	
B:	Ke-mang?	Who is it?
A:	Ke-nna. Or: Ke-[John].	It's me.
B:	Kêna.	
A:	Lumêla.	
B and A:	REST OF GREETINGS EXCHANGED	
A:	Lula fatše.	Sit down.

C-3

> C-3 or C-4 may be inserted in C-2 above if it is night-time or if one's suspicions are aroused. At other times these additional questions would seem impertinent.

A:	Ke-nna.	
B:	Uêna mang?	Who (are) you?
A:	Kę-[John].	

C-4

A:	Kę-[Mąthê].	
B:	[Mathê] ke-mang?	[Mathê] who?
A:	Kẹ-[Mathê Mohapi].	

Cycle 19 Identification: Are you John?

M-1

Compare the intonation of a yes/no question with the intonation of a statement.

(Naa) ke̲-Thabô?	Is he Thabo?
Ke̲-Thabô.	He is Thabo.
(Naa) ke̲-Mathê?	Is he/she Mathe?
Ke̲-Mathê.	He/she is Mathe.
(Naa) u-Tau?	Are you Tau?
U-Tau.	You are Tau.
(Naa) u-John?	Are you John?
U-John	You are John.
(Naa) ke̲-Masëru?	Is it Maseru?
Ke̲-Masëru.	It is Maseru.
(Naa) ke̲-Mafetëng?	Is it Mafeteng?
Ke̲-Mafetëng.	It is Mafeteng.
(Naa) ke̲-tsoekere?	Is it sugar?
Ke̲-tsoekere.	It is sugar.
(Naa) ke̲-köfi?	Is it coffee?
Ke̲-köfi.	It is coffee.

C-1

A: (Naa) ke̲-[tsoekere]?
B: Ëë, ke̲-[tsoekere].

C-2

A: (Naa) u-[John]?
B: Ëë, ke-[John].

C-3

A: (Naa) u-[John]?
B: Ê-ê, ha-ke̲-[John]. Kẹ-[Bill].
A: Öö.

C-4

A: (Naa) ke̲-[Susan]?

B: Ê-ê, ha-se̲-[Susan]. Ke-[Ann].

A: Öö.

M-2

Compare the intonation of a yes/no question with the intonation of a statement.

(Naa) lebitsô la-hao u-Tau?

Lebitsô la-hao u-Tau.

(Naa) lebitsô la-hae ke̲-John?

Lebitsô la-hae ke̲-John.

(Naa) ticherê ea-hao ke̲-Chêlê?

Ticherê ea-hao ke̲-Chêlê.

(Naa) "Beer" ke̲-joala ka-Sesotho?

"Beer" ke̲-joala ka-Sesotho.

C-5

A: Lebitsô la-hao u-[Susan]?

B: Ëë, kȩ-[Susan]. Uêna u-mang?

A: Kȩ-[Ann].

C-6

A: (Naa) ticherê ea-hao ke̲-[Chê

B: Ëë, ke̲-[Chêlê].

Or: Ê-ê, ha̧-se̲-[Chêlê]. Ke̲-[Thêbê).

Cycle 20 I want to learn Sesotho.

M-1

ithuta	U-ithuta'ng	learn, study	What do you study?
tseba	U-tseba'ng?	know	What do you know?
bua	U-bua'ng?	speak	What do you speak?

M-2

ithuta	Kę-ithuta Sesotho.	learn	I'm learning Sesotho.
bua	Kę-bua Sesotho.	speak	I speak Sesotho.
tseba	Kę-tseba Sesotho.	know	I know Sesotho.

C-1

A: U-[ithuta]'ng?	What are you [studying]?
B: Kę-[ithuta] Sesotho.	I'm [studying] Sesotho.

M-3

ho-ithuta	Kę-batla ho-ithuta Sesotho.	to learn	I want to learn Sesotho.
ho-bua	Kę-batla ho-bua Sesotho.	to speak	I want to speak Sesotho.
ho-tseba	Kę-batla ho-tseba Sesotho.	to know	I want to know Sesotho.
ho-bala	Kę-batla ho-bala Sesotho.	to read	I want to read Sesotho.

C-2

A: U-batla'ng?	What do you want?
B: Kę-batla ho-[ithuta] Sesotho.	I want to [learn] Sesotho.

M-4

khôtsô	Kę-batla khôtsô.	peace	I want peace.
Têllô	Kę-batla Têllô.	Tello	I want Tello.
tichêrê	Kę-batla tichêrê.	a/the teacher	I want a/the teacher.
motsoallê oa-ka	Kę-batla motsoallê oa-ka.	my friend	I want my friend.

C-3

A: U-batla'ng?	
B: Kę-batla [Têllô].	I want [Tello].

M-5

ho-sëbëtsa	Re-batla ho-sëbëtsa.	to work	We want to work.
ho-bina	Re-batla ho-bina.	to sing	We want to sing.
ho-bua	Re-batla ho-bua.	to speak	We want to speak.
ho-tsamaea	Re-batla ho-tsamaea.	to go, walk	We want to go.
ho-sala	Re-batla ho-sala.	to stay	We want to stay.

C-4

A: Le-batla'ng?	What do you (pl) want?
B: Re-batla ho-[bina].	We want to sing.

Cycle 21 Do you come from America?

M-1

(Naa) u-tsoa Amërika?	Do you come from America?
U-tsoa Amërika.	You come from America.
(Naa) u-ea Lesotho?	Are you going to Lesotho?
U-ea Lesotho.	You are going to Lesotho.
(Naa) u-tsoa Masëru?	Do you come from Maseru?
U-tsoa Masëru.	You come from Maseru.
(Naa) u-ea Morija?	Are you going to Morija?
U-ea Morija.	You are going to Morija.
(Naa) kȩ-tsoa Amërika?	Do I come from America?
Kȩ-tsoa Amërika?	I come from America.
(Naa) kȩ-ea-tlelaseng?	Am I going to class?
Kȩ-ea-tlelaseng.	I'm going to class.
(Naa) le-tsoa Amërika?	Do you (pl) come from America?
Le-tsoa Amërika.	You (pl) come from America.

C-1

A: (Naa) u-tsoa Amërika?
B: Ëë, kȩ-tsoa [Amërika].
Uêna u-tsoa kae?
A: Kȩ-tsoa [Lesotho].

C-2

A: U-[tsoa] kae?
B: Nna?
A: Ëë.
B: Nna, kȩ-tsoa Amërika.

C-3

A: (Naa) u-ea [Masëru]?
B: Ëë, kȩ- ea [Masëru].
Uêna, u-ea kae?
A: Kȩ-ea [Leribê].

C-4

A: Lebitsô la-hao u-mang?
B: Kę-[John].
A: U-tsoa kae?
B: Kę-tsoa [Amërika].

Cycle 22 Clarification (in conversation)

M-1

bina	U-bina hantlê.	sing	You sing well.
tantša	U-tantša hantlê.	dance	You dance well.
ngôla	U-ngôla hantlê.	write	You write well.

M-2

tantša	Naa kę-tantša hantlê?	dance	Do I dance well?
bina	Naa kę-bina hantlê?	sing	Do I sing well?
ithuta	Naa kę-ithuta hantlê?	study, learn	Do I learn well?

C-1

A: Naa kę-[tantša] hantlê?	Do I [dance] well?
B: Ëë, u-[tantša] hantlê.	Yes, you [dance] well.

M-3

bina	U-bina hantlê haholo.	sing	You sing very well.
bala	U-bala hantlê haholo.	read	You read very well.
ngôla	U-ngôla hantlê haholo.	write	You write very well.

C-2

A: U-[tantša] hantlê.	You [dance] well.
B: Kę-[tantša] hantlê?	Do I [dance] well?
A: Ëë, u-[tantša] hantlê haholo.	Yes, you [dance] very well.

C-3

A: Kę-[ea] [Masëru].
B: U-[ea] [Masëru]?
A: Ëë, kę-[ea] [Masëru].

C-4

A: U-tsoa kae?
B: Kę-tsoa kae?
A: Ëë, u-tsoa kae?
B: Kę-tsoa [New York].

Cycle 23 Towns of Lesotho

M-1

Use a map of Lesotho for the following.

Masëru	Masëru ke̲-möna.	Maseru	Here is Maseru.
Mafetëng	Mafetëng ke̲-möna.	Mafeteng	Here is Mafeteng.
Leribê	Leribê ke̲-möna.	Leribe	Here is Leribe.
	[ ] ke̲-möna.		

C-1

A:	(as a monologue)	
	[Masëru] ke̲-möna.	Here is [Maseru].
	[Leribê] ke̲-möna.	
	[ ] ke̲-möna.	

M-2

Masëru	Masëru ke̲-kae?	Maseru	Where is Maseru?
Morija	Morija ke̲-kae?	Morija	Where is Morija?
Rôma	Rôma ke̲-kae?	Roma	Where is Roma?

C-2

A:	[Masëru] ke̲-kae?	Where is [Maseru]?
B:	Ke̲-möna.	It's here.

M-3

Masëru	Naa ke̲-Masëru mǫ̈ö̲?	Maseru	Is this Maseru here?
Mafetëng	Naa ke̲-Mafetëng mǫ̈ɔ̲̈?	Mafeteng	Is this Mafeteng here?
Rôma	Naa ke̲-Rôma mǫ̈ö̲?	Roma	Is this Roma here?

C-3

Use an outline map of Lesotho which locates the towns but does not give their names.

A:	Naa ke̲-[Masëru̲] mǫ̈ö̲ ?	Is this [Maseru] here?
B:	Ëë, ke̲-[Masëru̲].	Yes, it's [Maseru].
	Or: Ê-ê, ha-se̲-[Masëru̲].	Or: No, it isn't [Maseru].
	Ke̲-[Mafetë̲ng].	It's [Mafeteng].

C-4

A: Ke̲-[Masëru] mö̥ö̲?

B: Ê-ê, ḁ-se̲-[Masëru]. Ke̲-[Mafetëng].

A: Ke̲-[Mafetëng]?

B: Ëë, ke̲-[Mafetëng].

Cycle 24 Weather Report: It's cold.

M-1

bata	Hoa-bata kantlê.	be cold	It's cold outside.
chesa	Hoa-chesa kantlê.	be hot	It's hot outside.

M-2

bata	Naa hoa-bata kantlê?	be cold	Is it cold outside?
chesa	Naa hoa-chesa kantlê?	be hot	Is it hot outside?

C-1

A:	Naa hoa-bata kantlê?	Is it cold outside?
B:	Ëë, hoa-bata.	Yes, it's cold.
	Or: Ê-ê hoa-chesa.	Or: No, it's hot.

M-3

futhumëtse	Naa ho-futhumëtse kajëno?	be warm	Is it warm today?
chesa	Naa hoa-chesa kajëno?	be hot	Is it hot today?

C-2

A:	Naa ho-futhumëtse kajëno?	Is it warm today?
B:	Ëë, ho-futhumëtse.	Yes, it's warm.
	Or: Ê-ê, hoa-bata.	Or: No, it's cold.

C-3

A:	Naa hoa-bata kantlê?	Is it cold outside?
B:	Ê-ê, ho-futhumëtse.	No, it's warm.

C-4

A:	Naa hoa-chesa kajëno?	Is it hot today?
B:	Ê-ê, ho-futhumëtse fêêla.	No, it's only warm.

M-4

joang	Ho-joang kantlê?	how	How is it outside?

C-5

A:	Ho-joang kantlê?	How is it outside?
B:	Hoa-bata.	It's cold.
A:	Ho-bata haholo?	Is it very cold?
B:	Ëë, ho-bata haholo.	Yes, it's very cold.
	Or: Ëë, haholo.	Or: Yes, very.

Cycle 25 What country is this here?

M-1

Use a map for the following.

naha	Mǫ̈ö̲ ke̲-naha efe?	country	What country is this here?
tôrôpô	Mǫ̈ö̲ ke̲-tôrôpô efe?	town	What town is this here?

M-2

Lesotho	Ke̲-Lesotho.	It's Lesotho.
Botswana	Ke̲-Botswana.	It's Botswana.
South Africa	Ke̲-South Africa.	It's South Africa.
Swaziland	Ke̲-Swaziland.	It's Swaziland.

C-1

A: Möo ke̲-[naha] efe?	What [country] is this?
B: Ke̲-[Botswana].	It's [Botswana].

C-2

A: [Botswana] ke̲-kae?	Where is [Botswana]?
B: Ke̲-möna.	It's here.

C-3

A: Naa ke̲-[Botswana] möo?	Is this [Botswana] here?
B: Ëë, ke̲-[Botswana].	Yes, it's [Botswana].
Or: Ê-ê, hą-se̲-[Botswana].	Or: No, it's not [Botswana].
Ke̲-[Swaziland].	It's [Swaziland].

M-3

To the teacher: Teach the following by REPETITION.

Naa Botswana ke̲-naha?	Is Botswana a country?
Naa Masëru ke̲-tôrôpô?	Is Maseru a town?
Naa Thabô ke̲-motho?	Is Thabo a person?

C-4

A: Naa [Botsoana] ke̲-[naha]?

B: Ëë, ke̲-[naha].

C-5

A:	Naa [Botswana] ke̲-[tôrôpô[?	Is [Botswana] a [town]?
B:	Ê-ê, ha̧-se̲-[tôrôpô].	No, it's not a [town].
	Ke̲-[naha].	It's a [country].

M-4

To the teacher: Teach the following by REPETITION.

Ke-naha ea-[Botswana].	It's the country of [Botswana].
Ke-tôrôpô ea-[Masëru].	It's the town of [Maseru].

C-6

A:	Möö ke̲-[naha] efe?	What [country] is this here?
B:	Ke̲-[naha] ea [Botswana].	It's the [country] of [Botswana].

C-7

A:	Möna ke̲-[Leribê].	Here is [Leribe].
B:	Ê-ê, ha̧-se̲-[Leribê].	No, it's not [Leribe].
A:	Ha̧-se̲-[Leribê]?	It's not [Leribe]?
B:	Ha̧-se̲-[Leribê]. Ke̲-[Butha Buthë].	It's not[Leribe]. It's [Butha Buthe].
A:	Öö.	

Cycle 26 Greetings: I'm fine, but I don't know about you.

M-1

tsebe	Hḁ-ke̲-tsebe.	know	I don't know.
bue	Hḁ-ke̲-bue.	speak	I'm not speaking.
tantše	Hḁ-ke̲-tantše.	dance	I'm not dancing.
sale	Hḁ-ke̲-sale.	stay	I'm not staying.
ngöle	Hḁ-ke̲-ngöle.	write	I'm not writing.

C-1

A:	U-phela joang?	
B:	Ke̥-phela hantlê, hḁ-ke̲-tsebe uêna.	I'm fine, (but) I don't know about you.
A:	Ke̥-phela hantlê.	

C-2

A:	Ke̲-mang eêna?	Who is he?
B:	Hḁ-ke̲-tsebe.	

M-2

bua	(Naa) u-tseba ho-bua Sesotho?	speak	Do you know (how) to speak Sesotho?
bala	(Naa) u-tseba ho-bala Sesotho?	read	Do you know (how) to read Sesotho?
ngôla	(Naa) u-tseba ho-ngôla Sesotho?	write	Do you know (how) to write Sesotho?

C-3

A:	Naa u-tseba ho-[bua] Sesotho?	Do you know (how) to speak Sesotho?
B:	Ê-ê, hḁ-ke̲-tsebe̲.	

C-4

A:	Naa [hoa-bata] kantlê?	Is it cold outside?
B:	Hḁ-ke̲-tsebe.	

TO THE STUDENT

The negative present is formed by

1) placing the negative prefix before the subject prefix;

ha̧-kȩ-...

2) changing the tone on kȩ- from low to high:

ha̧-ke̲-...

3) changing the final vowel of the verb from /a/ to /e/:

ha̧-ke̲-bale

4) and changing the tone on the final vowel (if low) from low to high:

ha̧-ke̲-ba̧le̲

Learning the negative present is easy if you hear (and then produce) the two tone shifts. Listen to your informant pronounce the following examples:

Kȩ-ba̧tla̧ li̧jô̲.	I want food.	Ha̧-ke̲-ba̧tle̲-li̧jô̲.	I don't want food.
Kȩ-tli̧sa̧ li̧jô̲.	I bring food.	Ha̧-ke̲-tli̧se̲-li̧jô̲.	I don't bring food.
Kȩ-ko̧pa̧ li̧jô̲.	I beg for food.	Ha̧-ke̲-ko̧pe̲-li̧jô̲.	I don't beg for food.

* * * * * * * * * * *

Kȩ-ba̧la̧ bu̲ka̲.	I'm reading a book.	Ha̧-ke̲-ba̧le̲ bu̲ka̲.	I'm not reading a book.
Kȩ-ko̧pa̧ bu̲ka̲.	I'm begging for a book.	Ha̧-ke̲-ko̧pe̲ bu̲ka̲.	I'm not asking for a book.
Kȩ-ba̧tla̧ bu̲ka̲.	I want a book.	Ha̧-ke̲-ba̧tle̲ bu̲ka̲.	I don't want a book.

* * * * * * * * * * *

Kȩ-ba̧tla̧ Tha̧bô̧.	I want Thabô.	Ha̧-ke̲-ba̧tle̲ Tha̧bô̧.	I don't want Thabo.
Kȩ-tli̧sa̧ Tha̧bô̧.	I'm bringing Thabo.	Ha̧-ke̲-tli̧se̲ Tha̧bô̧.	I'm not bringing Thabo.
Kȩ-ko̧pa̧ Tha̧bô̧.	I'm begging Thabo.	Ha̧-ke̲-ko̧pe̲ Tha̧bô̧.	I'm not begging Thabo.

Kę-bąlą tšomǫ̂.	I'm reading a folktale.	Hą-ke-bąle tšomǫ̂.	I'm not reading a folktale.
Kę-kǫpą tšomǫ̂.	I'm begging for a folktale.	Hą-ke-kǫpe tšomǫ̂.	I'm not begging for a folktale.
Kę-bątlą tšomǫ̂.	I want a folktale.	Hą-ke-bątle tšomǫ̂.	I don't want a folktale.

The above examples all have verbs which are "low-low" in tone. The verbs which are "high-high" do not, of course, undergo the tone shift on the final vowel, since it is already high. For example:

Kę-tseba buka.	I know the book.
Hą-ke-tsebe buka.	I don't know the book.

Listen to (and then produce) the difference between "high-high" and "low-low" verbs:

High-High		Low-Low	
Kę-tseba buka.	I know the book.	Kę-bąlą buka.	I'm reading a book.
Kę-rêka buka.	I'm buying a book.	Kę-kǫpą buka.	I'm begging for a book.
Kę-bôna buka.	I see the book.	Kę-tlįsą buka.	I'm bringing a book.
Kę-ithuta buka.	I'm studying a book.	Kę-bątlą buka.	I want the book.

* * * * * * * * * * *

Hą-ke-tsebe buka.	Hą-ke-bąle buka.
Hą-ke-rêke buka.	Hą-ke-kǫpe buka.
Hą-ke-bône buka.	Hą-ke-tlįse buka.
Hą-ke-ithute buka.	Hą-ke-bątle buka.

* * * * * * * * * * *

Hą-ke-tsebe.	Hą-ke-bąle.
Hą-ke-rêke.	Hą-ke-kǫpe.
Hą-ke-bône.	Hą-ke-tlįse.

High tone on the final vowel of negative verbs will continue to be written on the next several cycles, as a reminder of this important tone shift.

Hą-ke-tsebe (I don't know) and hą-ke-lumele (I don't agree) have a wide possibility of usage. Make the most of this in your early communications with Basothos. For example, if a question is asked which you don't understand and which doesn't seem to be of any consequence, bluff a bit and answer with hą-ke-tsebe rather than admitting hą-ke-utloįsise (I don't understand).

TO THE TEACHER:

For C-1 use the substitution in M-1, plus any others which your students can handle at this point.

For C-2 use the substitution possibilities in M-3.

C-3 to C-6 are negative responses to questions, involving the transformation of the affirmative verb form in the question into a negative verb form in the answer. C-8 differs in that hą-ke̲-tse̲be̲ can be used to answer almost any question. Hence the third sentence in C-8 can be any question appropriate in that conversation. For further practice in the use of hą-ke̲-tse̲be̲ as a general answer, the first two sentences in C-8 can also be modified or completely replaced.

In C-7 for [Sesotho] you may substitute Thabô, motsoallê oa-hao, motsoallê oa-Jêrêmane, etc.

FOR CLASSROOM PRACTICE

Practice transforming the affirmative form of the verb to the negative form:

1) Mimic columns 1 and 2.

2) Transform column 1 to 2:

T: tse̲ba̲

S: tse̲be̲

T: tse̲be̲ (verification)

3) Mimic columns 1 and 2a.

4) Transform column 1 to 2a:

T: tse̲ba̲

S: hą-ke̲-tse̲be̲

T: hą-ke̲-tse̲be̲ (verification)

1.	2.	2a.
tse̲ba̲	tse̲be̲	hą-ke̲-tse̲be̲
phęlą	phęle̲	hą-ke̲-phęle̲
sa̲la̲	sa̲le̲	hą-ke̲-sa̲le̲
bąlą	bąle̲	hą-ke̲-bąle̲
kǫpą	kǫpe̲	hą-ke̲-kǫpe̲
bątlą	bątle̲	hą-ke̲-bątle̲
bi̲na̲	bi̲ne̲	hą-ke̲-bi̲ne̲
įthu̲ta̲	įthu̲te̲	hą-ke̲-įthu̲te̲
ta̲ntša̲	ta̲ntše̲	hą-ke̲-ta̲ntše̲
tsoa̲	tsoe̲	hą-ke̲-tsoe̲

Cycle 27 Who's your friend?

M-1

motsoallê	Motsoallê oa-hao ke̱-mang?	friend	Who is your friend?
mookamëli	Mookamëli oa-hao ke̱-mang?	leader, director	Who is your leader?

M-2

Bill	Motsoallê oa-ka ke̱-Bill.	My friend is Bill.
Ann	Motsoallê oa-ka ke̱-Ann.	My friend is Ann.
	Motsoallê oa-ka ke̱-[ ].	My friend is [ ].

C-1

A: [Motsoallê] oa-hao ke̱-mang? — Who is your [friend]?
B: [Motsoallê] oa-ka ke̱-[Bill]. — My friend is [Bill].
Or: Ke̱-[Bill]. — Or: It's [Bill].

C-2

A and B: Do C-1.
A: Tichêrê ea-hae ke̱-mang?
B: Ke̱-[Tšêpô].

M-3

nna	Nna kȩ-motsoallê oa-Linêô.	me	Me, I'm a friend of Dineo.
eêna	Eêna ke̱-motsoallê oa-Linêô.	he/she	Him/her, she's a friend of Dineo.
John	John ke̱-motsoallê oa-Linêô.	John	John is a friend of Dineo.
uêna	Uêna u-motsoallê oa-Linêô.	you	You, you're a friend of Dineo.

C-3

A: U-motsoallê oa-[Linêô]? — Are you a friend of [Dineo]?
B: Ëë, kȩ-motsoallê oa-[Linêô]. — Yes, I'm a friend of [Dineo].

C-4

A: Ke̱-mang?
B: Ke̱-[John].
A: [John] ke̱-mang? — [John] who?
B: Ke̱-motsoallê oa-[Bill].

M-4

John	John ke-motsoallê oa-mang?	John is whose friend?
Thabô	Thabô ke-tichêrê ea-mang?	Thabo is whose teacher?

C-5

A:	[John] ke-motsoallê oa-mang?	[John] is whose friend?
B:	Ke-motsoallê oa-[Bill].	He's a friend of [Bill].
A:	[Linêô] eêna?	(What about) [Dineo]? (lit: Dineo she?)
B:	[Linêô] ke-motsoallê oa-[Mathê].	[Dineo] is a friend of [Mathe].

M-5

Bill	Motsoallê oa-John ke-Bill.	Bill	Bill is John's friend.
Linêô	Motsoallê oa-John ke-Linêô.	Dineo	Dineo is John's friend.
mang	Motsoallê oa-John ke-mang?	who	Who is John's friend?

C-6

A: Motsoallê oa-[John] ke-mang?

B: Motsoallê oa-[John] ke-[Bill].

M-1

lula	U-lula kae?	live	Where do you live?
sëbëtsa	U-sëbëtsa kae?	work	Where do you work?
rôbala	U-rôbala kae?	sleep	Where do you sleep?

M-2

Masëru	Ke-lula Masëru.	Maseru	I live in Maseru.
hae	Ke-lula hae.	home	I live at home.
Moshoeshoe Hall	Ke-lula Moshoeshoe Hall.	Moshoeshoe Hall	I live in Moshoeshoe Hall.

C-1

A:	U-[lula] kae?	Where do you [live]?
B:	Ke-[lula] [Moshoeshoe Hall].	I [live] [in Moshoeshoe Hall].

M-3

lula	Ha̧-ke̱-lule Masëru.	live	I don't live in Maseru.
sëbëtsa	Ha̧-ke̱-sëbëtse Masëru.	work	I don't work in Maseru.

C-2

A:	Naa u-[sëbëtsa] [Masëru]?	Do you work in Maseru?
B:	Ê-ê, ha̧-ke̱-sëbëtse [Masëru]. Kȩ-sëbëtsa [Leribê].	
A:	Öö. Ke̱-hantlê.	

C-3

A: U-sëbëtsa kae?

B: Ha̧-ke̱-sëbëtse.
Kȩ-lula hae.

M-4

sekölö	U-kêna sekölö kae?	school	Where do you attend school?
kêrêkê	U-kêna kêrêkê kae?	church	Where do you attend church?

C-4

A: U-sëbëtsa kae?
B: Hą-ke̲-sëbëtse.
Kę-kêna sekölö.
A: Öö. Ke̲-hantlê.
U-kêna sekölö kae?
B: [Masëru].

Cycle 29 Is Morija a village or a town?

M-1

Morija	Morija ke̲-motse kapa tôrôpô?	Morija	Is Morija a village or a town?
Masëru	Masëru ke̲-motse kapa tôrôpô?	Maseru	Is Maseru a village or a town?
Matsiëng	Matsiëng ke̲-motse kapa tôrôpô?	Matsiëng	Is Matsiëng a village or a town?

M-2

Morija	Morija ke̲-motse.	Morija	Morija is a village.
Pêka	Pêka ke̲-motse.	Peka	Peka is a village.
Thaba=Bosiu	Thaba=Bosiu ke̲-motse.	Thaba=Basiu	Thaba=Bosiu is a village.

C-1

A: [Morija] ke̲-motse kapa tôrôpô?	Is [Morija] a village or a town?
B: Ke̲-[motse].	It's a village.

C-2

Use a map of Lesotho.

A: [Morija] ke̲-kae?	Where is [Morija]?
B: Ke̲-möna.	It's here.

C-3

A: [Leribê] ke̲'ng?	What is [Leribê]?
B: Ke̲-tôrôpô.	It's a town.

C-4

A: [Morija] ke̲'ng?

B: Ke̲-motse.

M-3

Basutoland High School	Basutoland High School ke̲-sekölö.		Basutoland High School is a school.
St. Joseph's	St. Joseph's ke̲-sekölö.		St. Joseph's is a school.

C-5

A: [St. Joseph's]ke'ng?

B: Ke·-sekölö.

Cycle 30 Do you know how to ride?

M-1

palama	Naa u-tseba ho-palama?	ride	Do you know (how) to ride?
bala	Naa u-tseba ho-bala?	read	Do you know (how) to read?
ngôla	Naa u-tseba ho-ngôla?	write	Do you know (how) to write?
tantša	Naa u-tseba ho-tantša?	dance	Do you know (how) to dance?
khanna	Naa u-tseba ho-khanna?	drive	Do you know (how) to drive?
phêha	Naa u-tseba ho-phêha?	cook	Do you know (how) to cook?

C-1

A:	(Naa) u-tseba ho-[palama]?	Do you know (how) to [ride]?
B:	Ëë, kẹa-tseba. Or: Ê-ê, hạ-ke̲-tsebe.	

C-2

A:	(Naa) u-tseba ho-[palama]?	
B:	Ëë, kẹa-tseba. Uênaa?	Yes, I know (how). (And) you?
A:	Le-nna kẹa-tseba.	Me also, I know (how).

C-3

A:	(Naa) u-tseba ho-[palama]?	
B:	Ëë, kẹa-tseba. Uênaa?	
A:	Ê-ê, nna hạ-ke̲-tsebe.	
B:	Hạ-u̲-batle ho-ithuta?	Don't you want to learn (how)?
A:	Kẹ-batla ho-ithuta.	
B:	Ke̲-hantlê.	

C-4

A:	(Naa) u-batla ho-ithuta ho-[palama]?	Do you want to learn to [ride]?
B:	Ëë, kẹa-batla. Or: Hạ-ke̲-batle.	

C-5

A:	(Naa) u-tseba ho-[palama]?	
B:	Ê-ê, ha̧-ke̱-tsebe.	
A:	U-tseba ho-[khanna]?	
B:	Ê-ê.	
A:	U-tseba'ng fêêla?	Then what do you know?
B:	Kȩ-tseba ho-[phêha].	

C-6

A:	Naa u-tseba ho-bua [Sekhooa]?	Do you know (how) to speak English?
B:	Ëë, kea-tseba fêêla e-seng haholo.	Yes, I know (how) only not very well.

C-7

A:	(Naa) u-tseba ho-bua Sekhooa?	
B:	Ê-ê, ha̧-ke̱-tsebe.	
A:	U-tseba'ng?	
B:	Kȩ-tseba ho-bua Sesotho fêêla.	I only know (how) to speak Sesotho.

M-1

Use a calendar to teach the following.

bëkë	Ke-bëkë	week	It's a week.
khoëli	Ke-khoëli	month	It's a month.
Söntaha	Ke-Söntaha	Sunday	It's Sunday.
Mmantaha	Ke-Mmantaha	Monday	It's Monday.
Sateretaha	Ke-Sateretaha	Saturday	It's Saturday.

C-1

Do the elements of M-1 as a monologue.

M-2

Ke-letsatsi lefe?	Which day is it?

C-2

T:	Ke-letsatsi lefe?	Which day is it?
S:	Ke-[Söntaha].	It's [Sunday].

M-3

Ke-Laboböli.	It's Tuesday.
Ke-Laboraro.	It's Wednesday.
Ke-Labonê	It's Thursday.
Ke-Labohlano	It's Friday.

C-3

T: Ke-letsatsi lefe?

S: Ke-[Labobëli].

M-4

In teaching the following, change the names of the days to fit the actual situation of the day on which the lesson is studied.

kajëno	Kajëno ke- [Mmantaha].	today	Today is [Monday].
hosasa	Hosasa ke-[Labobëli].	tomorrow	Tomorrow is [Tuesday].

M-5

kajëno	Kajëno ke̲-la-bokae?	today	What (day) is today? (lit: Today it-is of how-much?)
hosasa	Hosasa ke̲-la-bokae?	tomorrow	What (day) is tomorrow?

C-4

T:	[Kajëno] ke̲-la-bokae?	What (day) is [today]?
S:	[Kajëno] ke̲-[Mmantaha].	Today is [Monday].
	Or: K̲e̲-[Mmantaha].	

Cycle 32 Conversation Filler: I see.

M-1

bôna	Kȩa-bôna.	see	I see.
utloa	Kȩa-utloa.	hear	I hear.
lumêla	Kȩa-lumêla.	agree	I agree.
leboha	Kȩa-leboha.	thank	I thank (you).

C-1

A: U-[sëbëtsa] kae?
B: Ha̧-ke̲-[së̲bë̲tse̲]. Kȩ-kêna sekölö.
A: Kȩa-bôna.

C-2

A: Kȩ-[lula] [Masëru].
B: U-[lula] [Masëru]?
A: Ëë.
B: Öö, kȩa-bôna.

C-3

A: Kȩa-[ithuta].
B: U-[ithuta'ng]?
A: Kȩ-[ithuta] Sesotho.
B: Öö, kȩa-bôna.

C-4

A:	Kȩ-[sëbëtsa] haholo.	I [work] hard.
B:	Kȩa-lumêla.	I agree.

C-5

A:	Kȩ-rata ho-[tantša] haholo.	I like to [dance] a lot.
B:	Kȩa-lumêla	

M-2

tsamaea	Naa u-lumêla ho-[tsamaea] le-nna?	walk, go	Do you agree to go with me?
tantša	Naa u-lumêla ho-[tantša] le-nna?	dance	Do you agree to dance with me?

C-6

A: Naa u-lumêla ho-tsamaea le-nna?

B: Ëë, kȩa-lumêla.

A: Kȩa-le̋boha.   I thank (you).

C-7

A: U-phela joang?

B: Kȩ-phela hantlê.
    Uêna u-phela joang?

A: Kȩ-phela hantlê.

B: Öö, kȩa-le̋boha.

Cycle 33 What time is it?

M-1

Use a clock to demonstrate and practice the following.

Ke-4:00.	It's 4:00 o'clock.
Ke-"half-past" 4:00.	It's 4:30.
Ke-"quarter past" 4:00.	It's 4:15.
Ke-"quarter to" 5:00.	It's 4:45.
Ke-"five past" 4:00.	It's 4:05.
Ke-"ten to" 5:00.	It's 4:50.

C-1

A:	Ke-nakô mang? Or: Nakô ke-mang?	What time is it?
B:	Ke-[4:00].	It's [4:00 o'clock].

M-2

To the instructor: Introduce counting in Sesotho by the following demonstration:

T:	Ke-bala ka-Sesotho. Mamêlang. Nngoe, peli, tharo, nne, hlano. (Counting on the fingers in Sesotho fashion).	I'm counting in Sesotho. Listen. One, two, three, four, five.

nngoe	Nngoe.	One.
peli	Peli.	Two.
tharo	Tharo.	Three.
nnê	Nnê.	Four.
hlano	Hlano.	Five.

C-2

T:	Naa u-tseba ho-bala ka-Sesotho?	Do you know how to count in Sesotho?
S:	Ê-ê, empa ke-batla ho-ithuta.	No, but I want to learn.
T:	Ke-hantlê. Mamêla. Nngoe, peli, tharo, nne, hlano. Bala-hê.	
S:	Nngoe, peli, tharo, nnê, hlano.	

C-3

T: Bala [libuka].

S: Nngoe, peli, tharo.

M-3

Ke-5 rand.	It's R.5.00.
Ke-25 cents.	It's R.25.
Ke-1 rand 75.	It's R.1.75.

C-4

T:	Ke-bokae?	How much is it?
S:	Ke-[5 rand].	

Cycle 34 Let's go!

M-1

ea	Ha̲-rę-eê.	go	Let's go.
ja	Ha̲-rę-jê.	eat	Let's eat.
bapala	Ha̲-rę-bapalê.	play	Let's play.
bina	Ha̲-rę-binê.	sing	Let's sing.

C-1

A: Naa u-batla ho-tsamaea le-nna?	Would like to go with me?
B: Ëë, ha̲-rę-eê.	Yes, let's go.

C-2

A: Kę-batla ho-ea le-uêna [Masëru].	I would like to go to Maseru with you.
B: Ho-lokilë. Ha̲-rę-eê.	Okay (lit: It's right). Let's go.

M-2

ja	Ha̲-rę-eö-ja.	eat	Let's go eat.
bina	Ha̲-rę-eö-bina.	sing	Let's go sing
rôbala	Ha̲-rę-eö-rôbala.	sleep	Let's go sleep.
bapala bôlô	Ha̲-rę-eö-bapala bôlô.	play foot-ball	Let's go play foot-ball.
bua le tichêrê	Ha̲-rę-eö-bua le-tichêrê	speak to the teacher	Let's go speak to the teacher.

C-3

A: Lijô li-lokilë. Ha̲-rę-eö-ja.	The food is ready. Let's go eat.
B: Ho-lokilë. Ha̲-rę-eê.	Okay. Let's go.

M-3

ja	Ke̲-nakô ea-ho-ja.	eat	It's time to eat.
rôbala	Ke̲-nakô ea-ho-rôbala.	sleep	It's time to sleep.
sëbëtsa	Ke̲-nakô ea-ho-sëbëtsa.	work	It's time to work.
bapala	Ke̲-nakô ea-ho-bapala.	play	It's time to play.

C-4

A: Ke̲-nakô ea-ho-[ja].	It's time to [eat].
B: Ho-lokilë. Ha̲-rę-eö [ja].	Okay. Let's go [eat].

Cycle 35 What is he doing?

M-1

uêna	Uêna u-ëtsa'ng?	you	What are you doing?
eêna	Eêna o-ëtsa'ng?	he/she	What is he doing?

M-2

bala buka	John o-bala buka.	read a/the book	John's reading a book.
ngôla lengôlô	John o-ngôla lengôlô.	write a/the letter	John's writing a letter.
ithuta Sesotho	John o-ithuta Sesotho.	study Sesotho	John's studying Sesotho.
apara kobô	John o-apara kobô.	put on a/the blanket	John's putting on a blanket.
hlobola kobô	John o-hlobola kobô.	taking off a/the blanket	John's taking off a blanket.
bula monyakô	John o-bula monyakô.	open the door	John's opening the door.
noa köfi	John o-noa köfi.	drink coffee	John's drinking some coffee.

C-1

A: [John] o-ëtsa'ng?	What is [John] doing?
B: O-[apara kobô].	He's [putting on a blanket].

M-3

ja	Kęa-ja.	eat	I'm eating.
bapala	Kęa-bapala.	play	I'm playing.
tantša	Kęa-tantša.	dance	I'm dancing.
hlatsoa	Kęa-hlatsoa.	wash	I'm washing.
bala	Kęa-bala.	read	I'm reading.
fiêla	Kęa-fiêla	sweep	I'm sweeping.

C-2

A: U-ëtsa'ng?	What are you doing?
B: Kęa-[hlatsoa].	I'm [washing].

M-4

eêna	O-leka ho-ëtsa'ng?	he/she	What's he trying to do?
uêna	U-leka ho-ëtsa'ng?	you	What are you trying to do?

M-5

apara kobô	O-leka ho-apara kobô.	put on a blanket	He's trying to put on blanket.
tantša	O-leka ho-tantša.	dance	He's trying to dance.
bapala bôlô	O-leka ho-bapala bôlô.	play foot-ball	He's trying to play foot-ball.

C-3

A:	Bôna [Susan].	Look at [Susan].
	O-leka ho-ëtsa'ng?	What's she trying to do?
B:	O-leka ho-[bapala bôlô].	She's trying to [play ball].

C-4

A:	U-ëtsa'ng?	
B:	Ha̧-ke̲-ëtse lethô.	I'm not doing anything.

TO THE STUDENT:

In Sesotho the only difference between the subject prefix of verbs for you (sg) and he/she is tone:

/ǫ-/	you (sg)	/ǫ-bala hantlê/	'You read well.'
/o̲/	he/she	/o̲-bala hantlê/	'He/she reads well.'

While the only spoken difference between these two subject prefixes is tone, the Lesotho orthography indicates the difference by writing different vowels:

⟨u-⟩	you (sg)	⟨u-bala hantlê⟩
⟨o-⟩	he/she	⟨o-bala hantlê⟩

This means that when ⟨u-⟩ is a subject prefix, it does not have the same vowel quality as ⟨u⟩ occurring elsewhere (e.g., lumêla); it has exactly the same vowel quality as the third person singular prefix ⟨o-⟩. Hence ⟨u-⟩ and ⟨o-⟩ differ not in vowel quality, but only in tone, the second singular being low tone, while the third singular is high tone.

TO THE TEACHER

C-4 can be extended by using other questions about people whom the students know.

The following sentences differ only in that one set refers to the second person singular while the other refers to the third person singular. For those sentences which have a verb, this difference is only a matter of tone, and special practice is needed to recognize, and then to produce, this difference. When students have learned this difference (by any of several drill applications of this material), test their ability by giving sentences from both sets randomly, letting them respond with "uêna" and "eêna".

1 Uêna	2. Eêna
U-tsoa kae?	O-tsoa kae?
U-ea kae?	O-ea kae?
U-mang?	Ke-mang?
U-Thabô.	Ke-Thabô.
U-tichêrê ea-ka.	Ke-tichêrê ea-ka.
U-tantša joang?	O-tantša joang?
U-sëbëtsa hantlê.	O-sëbëtsa hantlê.
U-bua haholo.	O-bua haholo.
U-tsoa lijông	O-tsoa lijông.
U-bala hantlê.	O-bala hantlê.
U-ngôla haholo.	O-ngôla haholo.
U-bina joang?	O-bina joang?
U-tantša kae?	O-tantša kae?
U-batla 'ng?	O-batla'ng?
U-ithuta Sesotho haholo.	O-ithuta Sesotho haholo.
U-tseba Sesotho hantlê.	O-tseba Sesotho hantlê.
U-tsamaea haholo.	O-tsamaea haholo.
Na u-ea Leribê?	Na o-ea Leribê?
Na u-tsoa Butha-Buthê?	Na o-tsoa Butha-Buthê?
Na u-sëbëtsa Khauteng?	Na o-sëbëtsa Khauteng?
Na u-phela Mohales Hoek?	Na o-phela Mohales Hoek?
Na u-motsoallê oa Tsêpô?	Na ke-motsoallê oa-Tsêpô?
Na u-moithaopi oa Englane?	Na ke-moithaopi oa-Englane?

Cycle 36 I'm hungry.

M-1

lapa	Kȩ-lapilë.	become hungry	I'm hungry.
thaba	Kȩ-thabilë.	become happy	I'm happy.
soaba	Kȩ-soabilë.	become sorry	I'm sorry.
halefa	Kȩ-halefilë.	become cross, angry	I'm angry.

C-1

A:	Kȩ-lapilë.	I'm hungry.
B:	Le-nna kȩ-lapilë.	Me too, I'm hungry.
A:	Naa lijô li-lokilë?	Is the food ready?
B:	Ha̧-ke̲-tsebe. Ha̲-rȩ-eö bôna.	I don't know. Let's go see.

C-2

A:	Naa u-lapilë?	Are you hungry?
B:	Ëë, kȩ-lapilë. Uênaa?	Yes, I'm hungry. You?
A:	Le-nna kȩ-lapilë haholo.	Me too, I'm very hungry.
B:	Ha̲-rȩ-eö ja.	Let's go eat.
A:	Naa lijô li-lokilë?	Is the food ready?
B:	Ha̧-ke̲-tsebe. Ha̲-rȩ-eö bôna.	I don't know. Let's go see.
A:	Ha̲-rȩ-eê.	Let's go.

C-3

A:	Naa u-ea Lesotho?	
B:	Ëë kȩ-ea Lesotho.	
A:	Ua-rata ḥo-ea Lesotho?	Do you like going to Lesotho?
B:	Ëë kȩ-rata haholo.	Yes, I like (it) very much.
A:	U-thabilë joalë?	Are you happy then?
B:	Ëë kȩ-thabilë haholo.	Yes, I'm very happy.

C-4

A:	Naa u-kêna sekölö?	Do you attend school?
B:	Ê-ê, kȩa-kula.	No, I'm sick.
A:	Ua-kula?	You are sick?
B:	Ëë.	
A:	Kȩ-hampe. Kȩ-soabilë.	That's bad. I'm sorry.

Cycle 37 John is a volunteer.

Use a picture of one or more of the students in the current program with the following.

Möna ke̲-setšoantšô sa-[John].	Here is a picture of [John].
[John] ke̲-moithaopi. O-tsoa [New York].	[John] is a volunteer. He comes from [New York].
O-ithuta Sesotho haholo. O-ea Lesotho.	He is studying hard on Sesotho. He's going to Lesotho.
Ke̲-[tichêrê]. O-batla ho-ruta Lesotho.	He is a [teacher]. He wants to teach in Lesotho.
O-lula [Smith Hall]. O-tseba ho-khanna, empa ha̧-a̲-tsebe ho-palama.	He lives in [Smith Hall]. He knows (how) to drive, but he doesn't know (how) to ride.

Q-1

T: Hö̧o̲ ke̲'ng?

S: Ke̲-setšoantšô sa-moithaopi.

Q-2

T: Mö̧o ke̲-mang?

S: Ke̲-[John].

Q-3

T: Naa [John] ke̲-moithaopi oa-Amërika kapa ke̲-oa-Englane?

S: Ke̲-oa-Englane.

Q-4

T: Naa o-kêna sekölö?

S: Ëë, o-ithuta Sesotho.

Q-5

T: O-sëbëtsa'ng?

S: Ke̲-[tichêrê].

Q-6

T: Naa o-tseba ho-[palama]?

S: Ê-ê ha̧-a̲-tsebe̲.

Or: Ê-ê, ha̧-a̲-tsebe, empa o-tseba ho-khanna.

Q-7

T: Motsoallê oa-hae ke-mang?

S: Ke-[Bill].

Q-8

T: Tichêrê ea-hae ke-mang?

S: Ke-[Thabô].

Cycle 38 Who is the director looking for?

M-1

batla	Mookamëli o-batla mang?	look for	Who is the director looking for?
bitsa	Mookamëli o-bitsa mang?	call	Who is the director calling?
roma	Mookamëli o-roma mang?	send	Who is the director sending?

C-1

A:	Mookamëli o-[batla] mang?	Who is the director looking for?
B:	O-[batla] [Bill].	He is looking for Bill.

M-2

bua	O-bua le-mang?	speak	Who is he speaking with?
tsamaea	O-tsamaea le-mang?	walk	Who is he walking with?
ja	O-ja le-mang?	eat	Who is he eating with?
palama	O-palama le-mang?	ride	Who is he riding with?
bina	O-bina le-mang?	sing	Who is he singing with?

C-2

A:	O-bua le-mang?	Who is he speaking with?
B:	O-bua le-[Susan].	He is speaking with Susan.

C-3

A: (at the door, looks in)

B: U-batla mang?

A: Ke̥-batla [Susan].

B: Öö, ke̥a-lëboha.

C-4

A:	(at the door, looks in)	
B:	U-batla mang?	
A:	Hḁ-ke̱-batle motho.	I don't want anybody.
B:	Öö, ke̱-hantlê.	

C-5

A:	(at the door, looks in)	
B:	U-batla'ng?	What do you want?
A:	Kȩ-batla [tichêrê ea-ka].	
	Or: Hḁ-ke̱-batle lethô.	I don't want anything.
B:	Öö.	

C-6

[John]:	(calling out) [Thabô]!	
A:	(to John) U-bitsa nna?	Are you calling me?
[John]:	Ê-ê, hḁ-ke̱-bitse uêna.	No, I'm not calling you.
A:	U-bitsa mang?	
[John]:	Kȩ-bitsa [Thabô].	

C-7

A and B: (GREETINGS EXCHANGE)

A: Kȩ-ea [Warner Springs].

B: U-tsamaea le-mang?

A: Kȩ-tsamaea le-motsoallê oa-ka.

B: Motsoallê oa-hao ke̱-mang?

A: Ke̱-[Ann].

B: Öö, ke̱-hantlê.

Cycle 39 I'm going to the post office.

M-1

[Masëru]	Kȩ-ea [Masëru].	[Maseru]	I'm going to [Maseru].
pösöng	Kȩ-ea pösöng.	post office	I'm going to the post office.
lijöng	Kȩ-ea lijöng.	dining hall	I'm going to the dining hall.
Smith Hall	Kȩ-ea Smith Hall.	Smith Hall	I'm going to Smith Hall.

C-1

A:	U-ea kae?	
B:	Kȩ-ea [lijöng].	I'm going to the dining hall.

M-2

töröpöng	O-tsoa töröpöng.	town	He/she's coming from town.
kërëkëng	O-tsoa kërëkëng.	church	He/she's coming from church.
haë	O-tsoa haë.	home	He/she's coming from home.
öfising	O-tsoa öfising.	office	He/she's coming from the office.

C-2

A: O-tsoa kae?

B: O-tsoa [töröpöng].

M-3

Morija	O-sëbëtsa Morija.	Morija	He works at Morija.
pösöng	O-sëbëtsa pösöng.	post office	He works at the post office.
lebënkëlëng	O-sëbëtsa lebënkëlëng.	store	He works at the store.
öfising	O-sëbëtsa öfising.	office	He works at the office.

C-3

A: Dinêô o-sëbëtsa kae?

B: O-sëbëtsa [pösöng].

A: U-lula kae?

B: Kȩ-lula [Masëru].

C-4

A: Naa u-batla ho-ea [pösöng]?

B: Ëë.

Or: Ê-ê, hḁ-ke̲-batle̲.

C-5

A and B: (GREETING EXCHANGE).

A: U-ea kae?

B: Kȩ-ea [pösöng].

A: U-tsoa kae?

B: Kȩ-tsoa [lijöng]. Uêna, u-tsoa kae?

A: Kȩ-tsoa [kërëkëng].

B: U-ea kae?

A: Kȩ-ea haë.

A and B: (LEAVE-TAKING EXCHANGE)

Cycle 40 I don't understand.

M-1

Sesotho	Naa u-utloisisa Sesotho?	Sesotho	Do you understand Sesotho?
Sekhooa	Naa u-utloisisa Sekhooa?	English	Do you understand English?
Seburu	Naa u-utloisisa Seburu?	Afrikaans	Do you understand Afrikaans?
Sefora	Naa u-utloisisa Sefora?	French	Do you understand French?

M-2

Sesotho	Hą-ke-utloisise Sesotho.	Sesotho	I don't understand Sesotho.
Sekhooa	Hą-ke-utloisise Sekhooa.	English	I don't understand English.
Seburu	Hą-ke-utloisise Seburu.	Afrikaans	I don't understand Afrikaans.
Sefora	Hą-ke-utloisise Sefora.	French	I don't understand French.

C-1

A: U-utloisisa [Sesotho]?	Do you understand [Sesotho]?
B: Ê-ê, hą-ke-utloisise [Sesotho] hantlê.	No, I don't understand Sesotho well.
Or: E-seng haholo.	Or: Not very well.

C-2

To the instructor: Ask the students some questions using neng? (when) and hobane'ng? (why) to which they can answer, Hą-ke-utloisise (since these have not yet been introduced).

T: [...neng?]

S: Hą-ke-utloisise.

C-3

To the instructor: Engage the students in conversation, using materials from earlier cycles; speak at the rate you would use with another Mosotho. If the student understands you, fine. If not, then he will have occasion to use the following.

T: [ ].

S: Hą-ke-utloisise.	I don't understand.
Ak'u buê butlê.	Please speak slowly.

C-4

To the instructor: Engage the students in conversation, as in C-3 above. When a student does not understand, he should request a repetition.

T:	[ ].	
S:	Hḁ-ke̲-utloisise.	I don't understand.
	Ak'u phetê hapê.	Please repeat.

M-3

utloisise	John hḁ-a̲-utloisise Seburu.	understand	John doesn't understand Afrikaans.
ithute	John hḁ-a̲-ithute Seburu.	study	John doesn't study Afrikaans.
tsebe	John hḁ-a̲-tsebe Seburu.	know	John doesn't know Afrikaans.
bue	John hḁ-a̲-bue Seburu.	speak	John doesn't speak Afrikaans.

C-5

A: Naa [John] o-utloisisa [Seburu]?
B: Ê-ê, hḁ-a̲-utloisise [Seburu].

C-6

A: [John] o-ithuta [Sesotho]?
B: Ëë.
A: O-utloisisa hantlê?
B: Ê-ê, hḁ-a̲-utloisise.
Or: E-seng haholo.
Or: Ëë.

Cycle 41 Who is she with?

M-1

Bill	Susan o-na le-Bill.	Bill	Susan is with Bill.
tichêrê	Susan o-na le-tichêrê.	teacher	Susan is with the teacher.
mookamëli	Susan o-na le-mookamëli.	director	Susan is with the director.
mmê	Susan o-na le-mmê.	(my) mother	Susan is with (my) mother.
motsoallê oa-hae	Susan o-na le-motsoallê oa-hae.	her friend	Susan is with her friend.

C-1

A: [Susan] o-na le-mang?

B: O-na le-[Bill].

C-2

A: U-na le-mang?

B: Kȩ-na le-[moithaopi oa-Amërika].

M-2

tsamaea	John o-tsamaea le-mang?	walk, go	Who is John going with?
palama	John o-palama le-mang?	ride	Who is John riding with?
ja	John o-ja le-mang?	eat	Who is John eating with?
lula	John o-lula le-mang?	stay	Who is John staying with?
na	John o-na le-mang?	be	Who is John with?

C-3

A: [John] o-[lula] le-mang?

B: O-lula le-motsoallê oa-hae [Bill].

C-4

A: U-ea kae?

B: Kȩ-ea [pösöng].

A: U-ea [pösöng] le-mang?

B: Kȩ-tsamaea le-[ntatë].

Or: Le-[ntatë].

Or: Kȩ-tsamaea ke̲-le-mong. — I'm going alone. (lit: I'm going it is one.)

M-4

mamêlê	Ak'u mamêlê hantlê.	listen	Please listen carefully.
tlê	Ak'u tlê koano.	come	Please come here.
êmê	Ak'u êmê hannyane.	stand/wait	Please wait for a while.

C-4

A:	Ak'u tlê koano.	Please come here.
B:	Kȩa-tla.	I'm coming.

C-5

A:	Kȩa-tsamaea.	I'm going.
B:	Ak'u êmê hannyane.	Please wait a little.
	Kȩ-batla ho-bua le-uêna.	I want to speak with you.
A:	Ho-lokilë.	Okay.
	Or: Phakisa. Kȩ-tatilë.	Or: Hurry. I'm anxious to go.

C-5

A: U-ea kae?

B: Kẹ-ea [lebënkëlëng].

A: U-ea le-mang?

B: Kẹ-ea le-[Têllô].

M-1

pênê	Ak'u nkalimê pênê.	pen	Please lend me a pen.
buka	Ak'u nkalimê buka.	book	Please lend me a book.
pêntšêlê	Ak'u nkalimê pêntšêlê.	pencil	Please lend me a pencil.
chêlêtê	Ak'u nkalimê chêlêtê.	money	Please lend me some money.

C-1

A:	Ak'u nkalimê [pênê].	Please lend me a [pen].
B:	(giving it) Nka.	Take (it).
A:	Tanki. Or: Kȩa-lëboha.	

M-2

pênê	Ha̧-ke̱-na pênê.	pen	I don't have a pen.
eôna	Ha̧-ke̱-na eôna.	it	I don't have it.
buka	Ha̧-ke̱-na buka.	book	I don't have a book.

C-2

A:	Ak'u nkalimê [pêntšêlê].	
B:	Ha̧-ke̱-na eôna.	I don't have one.
A:	Öö.	

M-3

bohôbê	Ak'u nnëhëlëtsë bohôbê.	bread	Please pass me the bread.
lebese	Ak'u nnëhëlëtsë lebese.	milk	Please pass me the milk.
khaba	Ak'u nnëhëlëtsë khaba.	spoon	Please pass me a spoon.
tsoekere	Ak'u nnëhëlëtsë tsoekere.	sugar	Please pass me the sugar.

C-3

To the student: At your next meal ask for some item to be passed to you (Ak'u nnëhëlëtsë [ ]). If you need something from the waiter or the food counter, use the phrase Ak'u mphê [ ].

Cycle 43 What do you have?

M-1

To the instructor: Bring the following objects to class and teach the students to identify them (cf. cycle 5). Then teach the following sentences.

apolê	Kȩ-na le-apolê.	apple	I have an apple.
botlôlô	Kȩ-na le-botlôlô	bottle	I have a bottle.
lebôkôsê	Kȩ-na le-lebôkôsê.	box	I have a box.
koae	Kȩ-na le-koae.	tobacco	I have some tobacco.
mollô	Kȩ-na le-mollô.	fire/match	I have a match.
khaba	Kȩ-na le-khaba.	spoon	I have a spoon.
thipa	Kȩ-na le-thipa.	knife	I have a knife.

C-1

To the instructor: Give each student one of the above objects.

A:	Uêna u-na le-eng? Or: Uêna u-na le'ng?	You, what do you have.
B:	Kȩ-na le-[apolê].	I have an [apple].

C-2

A:	[Bill] o-na le'ng?	What does [Bill] have?
B:	O-na le-[botlôlô].	He has a [bottle].

M-3

na	[Tšêpô] o-na le'ng?	be	What does Tsepo have?
tla	[Tšêpô] o-tla le'ng?	come	What does Tsepo come with?
batla	[Tšêpô] o-batla'ng?	want	What does Tsepo want?
bôna	[Tšêpô] o-bôna'ng?	see	What does Tsepo see?

* * * * * * * * *

na	[Tšêpô] o-na le-mang?	be	Who is Tsepo with?
tla	[Tšêpô] o-tla le-mang?	come	Who is Tsepo coming with?
batla	[Tšêpô] o-batla mang?	want	Who does Tsepo want?
bôna	[Tšêpô] o-bôna mang?	see	Who does Tsepo see?

C-3

A:	[Thabô] oa-tla.	[Thabô] is coming.
B:	O-tla le'ng?	What is he coming with?
A:	O-tlisa [lijô].	He's bringing food.
B:	Öö, ke-hantlê.	Oh, good.

C-4

A:	[John] o-tsoa kae?	Where is John coming from?
B:	O-tsoa [pösöng].	He's coming from the post office.
	O-tla le-[lengôlô].	He's coming with a letter.

Cycle 44 What are you saying?

M-1

buka	Tlisa buka.	book	Bring the book.
köfi	Tlisa köfi.	coffee	Bring some coffee.
pênê	Tlisa pênê.	pen	Bring the pen.
setulô	Tlisa setulô.	chair, seat	Bring a chair.

C-1

A: Kȩ-batla köfi. Tlisa [köfi].
B: (Doesn't hear well) U-re'ng? What did you say? [Lit: What are you saying?]
A: Kȩ-re: Kȩ-batla [köfi]. Tlisa [köfi].

C-2

A: Tlisa [köfi].
B: U-batla [köfi]?
A: Ëë, kȩ-batla [köfi].
B: Öö, ke̲-hantlê. (Brings tea).
A: Ê-ê, hą-se̲-[köfi]. Ke̲-teë.

M-2

bitsa	Bitsa Phiri.	call	Call Phiri.
bôna	Bôna Phiri.	look	Look at Phiri.
tsamaea	Tsamaea le-Phiri.	walk, go	Go with Phiri.
bua	Bua le-Phiri.	speak	Speak with Phiri.

C-3

A: Bitsa Phiri. Kȩ-batla ho-[bua] le-eêna.
B: Phiri, tlöö koano. Motsoallê oa-ka o-batla ho-[bua] le-uêna.

M-3

chêlêtê	Kȩ-fa Mphô chêlêtê.	money	I'm giving Mpho some money.
köfi	Kȩ-fa Mphô köfi.	coffee	I'm giving Mpho some coffee.
setulô	Kȩ-fa Mphô setulô.	chair, seat	I'm giving a chair to Mpho.
lengôlô la-hae	Kȩ-fa Mphô lengôlô la-hae.	his/her letter	I'm giving Mpho her letter.

C-4

A: U-ëtsa'ng?

B: Kę-fa Mphô setulô.

M-4

pênê ea-hao	Faa Mphô pênê ea-hao.	your pen	Give your pen to Mpho.
pampiri	Faa Mphô pampiri.	paper	Give a paper to Mpho.
setulô	Faa Mphô setulô.	chair	Give a chair to Mpho.
lengôlô la-hae	Faa Mphô lengôlô la-hae.	his/her letter	Give Mpho her letter.

C-5

T: [John] faa [Mphô] [pênê ea-hao].

[Mphô]: (receiving the pen) Tanki.

C-6

T: [John], faa [Susan] [setulô].
O-batla ho-[lula fatše].

[John]: Hą-ke̲-na [setulô].

C-7

T: [John], faa [Susan] [pampiri].
O-batla ho-[ngôla].

[John]: U-re'ng?

T: Kę-re: [Susan] o-batla [pampiri].

[John]: Hą-ke̲-na [eôna].

C-8

A: Naa [Bill] o-bitsa [John]?

B: Ê-ê, hą-a̲-bitse [John].

A: O-bitsa mang?

B: U-re'ng?

A: Kę-re: Naa o-bitsa mang?

B: O-bitsa [Susan].

Cycle 45 Where is Susan?

M-1

Susan	Susan o-kae?	Susan	Where is Susan?
ntatë	Ntatë o-kae?	father	Where is (my) father?
mmê	Mmê o-kae?	mother	Where is (my) mother?
mookamëli	Mookamëli o-kae?	director	Where is the director?

C-1

T:	(Noting an absence in the class.) [Susan] o-kae?	Where is Susan?
S:	O-dormitoring. Oa-kula.	She is in the dorm. She's sick.
T:	Öö, ke̲-hampe haholo.	Oh, that's too bad.

M-2

banka	O-bankëng.	bank	He/she's at the bank.
mmaraka	O-mmarakëng.	market	He/she's at the market.
tôrôpô	O-töröpöng.	town	He/she's in town.
haë	O-haë	home	He/she's at home.
[Warner Springs]	O-[Warner Springs]	[Warner Springs]	He/she's at [Warner Springs].

C-2

T:	[Bill] o-kae? (Noting an absence in the class.)	
S:	O-[bankëng]. Oa-tla.	He's at the bank. He's coming.
T:	Ho-lokilë. Ha̲-rȩ-qalëng.	Okay. Let's (pl) begin.

M-3

baokamëli	Baokamëli ba-kae?	the staff	Where are the staff?
baithaopi	Baithaopi ba-kae?	volunteers	Where are the volunteers?
John le-Bill	John le-Bill ba-kae?	John and Bill	Where are John and Bill?
bahlankana	Bahlankana ba-kae?	boys, young men	Where are the boys?
baroëtsana	Baroëtsana ba-kae?	girls, young women	Where are the girls?

M-1

Susan	Susan o-kae?	Susan	Where is Susan?
ntatë	Ntatë o-kae?	father	Where is (my) father?
mmê	Mmê o-kae?	mother	Where is (my) mother?
mookamëli	Mookamëli o-kae?	director	Where is the director?

C-1

T:	(Noting an absence in the class.)	
	[Susan] o-kae?	Where is Susan?
S:	O-dormitoring. Oa-kula.	She is in the dorm. She's sick.
T:	Ŏö, ke̲-hampe haholo.	Oh, that's too bad.

M-2

banka	O-bankëng.	bank	He/she's at the bank.
mmaraka	O-mmarakëng.	market	He/she's at the market.
tôrôpô	O-töröpöng.	town	He/she's in town.
haë	O-haë	home	He/she's at home.
[Warner Springs]	O-[Warner Springs]	[Warner Springs]	He/she's at [Warner Springs]

C-2

T:	[Bill] o-kae? (Noting an absence in the class.)	
S:	O-[bankëng]. Oa-tla.	He's at the bank. He's coming.
T:	Ho-lokilë. Ha̲-rę-qalëng.	Okay. Let's (pl) begin.

M-3

baokamëli	Baokamëli ba-kae?	the staff	Where are the staff?
baithaopi	Baithaopi ba-kae?	volunteers	Where are the volunteers?
John le-Bill	John le-Bill ba-kae?	John and Bill	Where are John and Bill?
bahlankana	Bahlankana ba-kae?	boys, young men	Where are the boys?
baroëtsana	Baroëtsana ba-kae?	girls, young women	Where are the girls?

M-4

lijöng	Baokamëli ba-lijöng.	dining hall	The staff are at the dining hall.
mmarakëng	Baokamëli ba-mmarakëng.	market	The staff are at the market.
sekölöng	Baokamëli ba-sekölöng.	school	The staff are at the school.
öfising	Baokamëli ba-öfising.	office	The staff are at the office.

C-3

A:	[Baokamëli] ba-kae?	Where are the staff.
B:	Ba-öfising].	They are at the office.
A:	Ba-ëtsa'ng?	
B:	Ba-[noa teë].	They are drinking tea.
A:	Öö, kȩa-bôna.	

M-5

sekölöng	Ba-ea sekölöng le-mang?	school	Who are they going to school with?
mmarakëng	Ba-ea mmarakëng le-mang?	market	Who are they going to the market with?
bankëng	Ba-ea bankëng le-mang?	bank	Who are they going to the bank with?
pösöng	Ba-ea pösöng le-mang	post office	Who are they going to the post office with?

C-4

A:	Bill le-John] ba-ea [sekölöng] le-mang?	
B:	Ba-ea le-[Linêô].	
A:	Ba-qala ho-ithuta Sesotho?	Are they beginning to learn Sesotho?
B:	Ëë, baa-qala.	Yes, they are beginning.

Cycle 46 Gossip: My teacher drives badly.

M-1

ngôla	Thabô o-ngôla kapele.	write	Thabo writes fast.
bua	Thabô o-bua kapele.	speak	Thabo speaks rapidly.
sëbëtsa	Thabô o-sëbëtsa kapele.	work	Thabo works fast.
tsamaea	Thabô o-tsamaea kapele.	walk, go	Thabo walks fast.

C-1

A:	Tichêrê ea-hao o-[bua] joang?	How does your teacher speak?
B:	O-[bua] kapele. Or: Kapele.	

M-2

ngôla	Tichêrê ea-ka o-ngôla hampe.	write	My teacher writes badly.
khanna	Tichêrê ea-ka o-khanna hampe.	drive	My teacher drives badly.
bina	Tichêrê ea-ka o-bina hampe.	sing	My teacher sings badly.

C-2

A:	Tichêrê ea-hao o-[ngôla] joang?	
B:	O-[ngôla] hampe.	
A:	O-[ruta] joang?	
B:	Ha̧-a̲-tsebe ho-[ruta].	He doesn't know (how) to [teach].
A:	Ao!	Really?
B.	Kannete. [O-bua ka-Sekhooa haholo].	Truly. [He speaks too much English].

C-3

A:	Ba-re tichêrê ea-[Ken] o-ruta hantlê.	They say Ken's teacher teaches well.
B:	Mang?	Who?
A:	Tšêpô. Ha̧-a̲-bue kapele, mme o-bua ka-Sesotho fêêla.	Tsepo. He doesn't speak fast, and he only speaks in Sesotho.

C-4

A:	Ba-re tichêrê ea-[Ken] hą-a̲-rate ho-ruta.	
B:	U-re'ng?	What are you saying?
	Or: Hą-ke̲a-utloa.	I don't hear.
A:	Kę-re, ba-re tichêrê ea-[Ken] hą-a̲-rate ho-ruta.	I say, they say Ken's teacher doesn't like to teach.
B:	Hą-se̲-nnete. Tichêrê ea-[Ken] o-rata ho-ruta.	It's not the truth. Ken's teacher likes to teach.

M-3

tichêrê	Kę-rata tichêrê ea-ka ea-Lesotho.	teacher	I like my teacher from Lesotho.
motsoallê	Kę-rata motsoallê oa-ka oa-Lesotho.	friend	I like my friend from Lesotho.

C-5

A: U-rata mang?

B: Kę-rata [tichêrê ea-ka ea-Lesotho].

Use picture number 1 for the following.

Mӧna re-bôna monna le mosali oa-haë.	Here we see a man and his wife.
Ke̲-batho ba-Lesotho. Ke̲-Basotho.	They are people of Lesotho. They are Basotho.
Ba-ea haë. Ke̲-mantsiboea.	They are going home. It is afternoon.
Hapê, re-bôna mӧna botlê ba-Lesotho.	Also we see here the beauty of Lesotho.
Re-bôna lithaba tsa-Lesotho.	We see the mountains of Lesotho.
Mme re-bôna sefatê.	And we see a tree.
Ke̲-sefatê sa-përëkisi.	It's a peach tree.
Mme re-bôna lipalesa sefatëng.	And we see flowers in the tree.
Ke̲-nakô ea-selemô.	It is springtime.
Hapê, monna le-mosali ba-feta pela sefatê.	Also the man and his wife are passing near the tree.
Mosali o-kapele, monna o-kamorao.	The woman is in front, the man is in back.

Q-1

T:	U-bôna'ng mö̹ö̲?	What do you see here?
S:	(Responds with as much information about this picture as he can)	

Q-2

T:	Batho ba-ea kae?	Where are the people going?
S:	Ba-ea haë.	

Q-3

T:	Ba-tsoa kae?	Where are they going?
S:	Ha̹-re̲-tsebe.	

Q-4

T:	Ba-feta kae?	
S:	Ba-feta pela sefatê.	

Q-5

T:	Mosali o-kae?	
S:	O-kapele.	She's in front.
T:	Monna o-kae?	
	Or: Monna eênaa?	The man?
S:	O-kamorao.	He's in back.
	Or: Eêna o-kamorao.	

Q-6

T:	Ke̲-batho ba-Lesotho kapa ba-Amërika?	Are they people of Lesotho or America?
S:	Ke̲-ba-Lesotho.	

Q-7

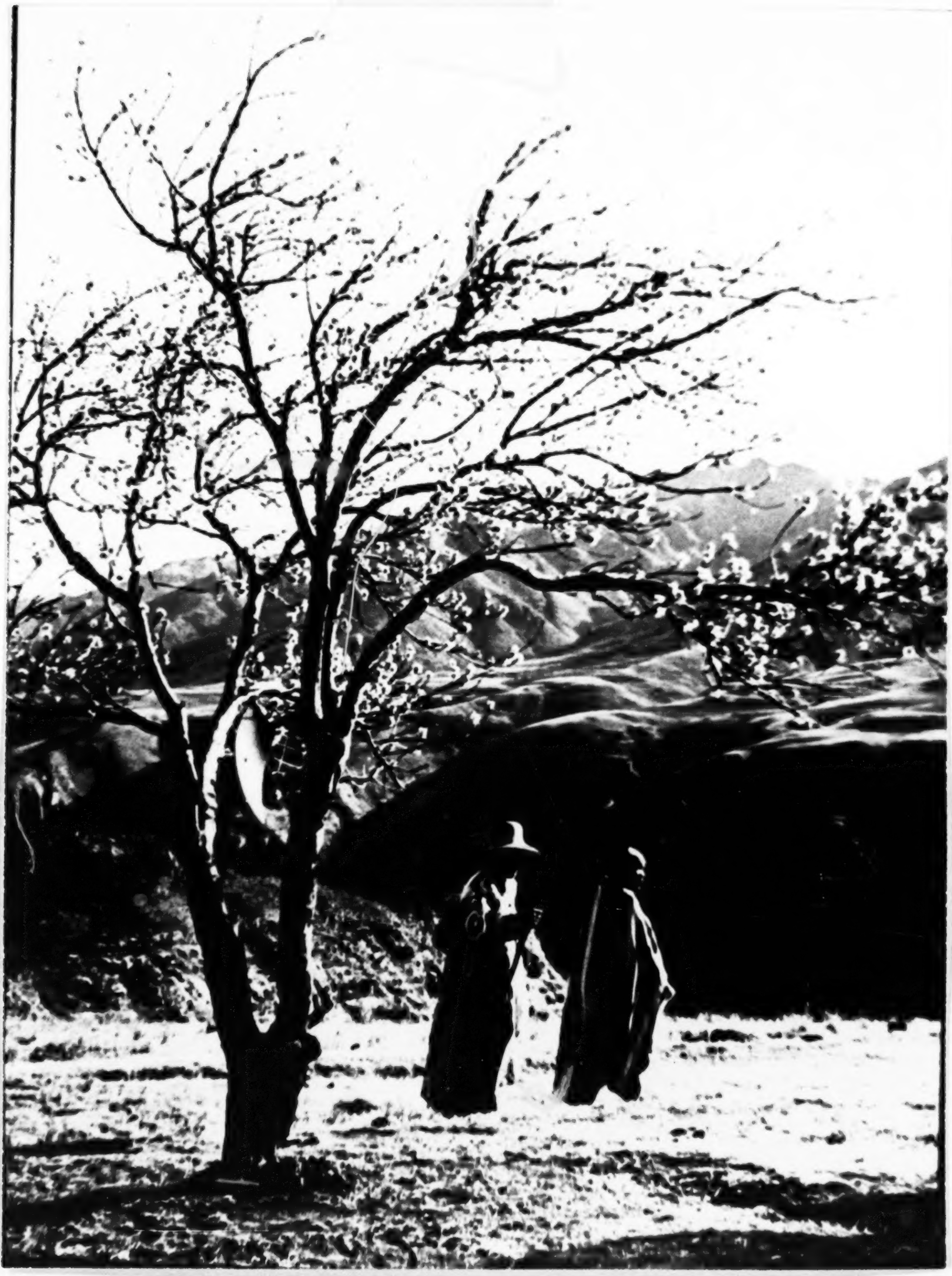
T:	Ke̲-monna kapa mohlankana?	Is he a man or a boy?
S:	Ke̲-monna.	
T:	Ke̲-mosali kapa moroëtsana?	Is she a woman or a girl?
S:	Ke̲-mosali.	

Q-8

T:	Ke̲-nakô efe?	What (lit: which) season is it?
S:	Ke-selemô.	It's spring.
T:	Ke̲-nakô ea-mantsiboea kapa hoseng?	Is it afternoon or morning?
S:	Ke̲-mantsiboea.	

Q-9

T:	Lesotho ke̲-naha ë-ntlê. Möna re-bôna botlê ba-Lesotho. Naa ua-lumêla?	Lesotho is a beautiful country. Here we see the beauty of Lesotho. Do you agree?
S:	Ëë, kẹa-lumêla.	



Picture Number 1 (Cycle 47) W. v. d. Kallen, N.-V. F.

Cycle 48 I would like to ride, only I don't know (how).

M-1

ho-tantša	Kę-rata ho-tantša, fêêla hą-ke̲-tsebe.	to dance	I would like to dance, only I do not know (how).
ho-ruta	Kę-rata ho-ruta, fêêla hą-ke̲-tsebe.	to teach	I would like to teach, only I do not know (how).
ho-palama	Kę-rata ho-palama, fêêla hą-ke̲-tsebe.	to ride	I would like to ride, only I do not know (how).
ho-phêha	Kę-rata ho-phêha, fêêla hą-ke̲-tsebe.	to cook	I would like to cook, only I do not know (how).

C-1

A: Naa u-rata ho-[tantša]?	
B: Ëë, kę-rata ho-tantša, fêêla hą-ke̲-tsebe.	Yes, I would like to dance, only I don't know (how).
Or: Ëë, kęa-rata, fêêla hą-ke̲-tsebe.	Yes, I would like (to), only I don't know (how).

M-2

ngôla; bala	Eêna o-ngôla hampe, fêêla o-bala hantlê.	write; read	She/he writes badly, only she/he reads well.
bina; tantša	Eêna o-bina hampe, fêêla o-tantša hantlê.	sing; dance	She/he sings badly, only she/he dances well.
bua; utloisisa	Eêna o-bua Sesotho hampe, fêêla o-utloisisa hantlê.	speak; understand	She/he speaks Sesotho badly but she/he understands well.

C-2

A: O-[ngôla] joang?	
B: O-[ngôla] hampe, fêêla o-[bala] hantlê.	He [writes] badly, but he reads well.

M-3

köfi le-teë	Kę-rata köfi le-teë.	coffee and tea	I like coffee and tea.
nama le-mahe	Kę-rata nama le mahe.	meat and eggs	I like meat and eggs.
bohôbê le-bôtôrô	Kę-rata bohôbê le-bôtôrô.	bread-n-butter	I like bread-n-butter.
lipêrê le-lintja	Kę-rata lipêrê le-lintja.	horses and dogs	I like horses and dogs.

C-3

A:	(Naa) u-rata [köfi] kapa [teë]?	Do you like [coffee] or [tea]?
B:	Kẹ̮-rata [köfi], hạ̮-ke̲-rate [teë].	I like [coffee], I don't like [tea].

M-4

lijô	Le-rata lijô life?	food	Which foods do you (pl) like?
linô	Le-rata linô life?	drinks	Which drinks do you (pl) like?
liphôôfôlô	Le-rata liphôôfôlô life?	animals	Which animals do you (pl) like?

C-4

T:	Le-rata [linô] life?	
S_1:	Kẹ̮-rata [köfi].	
S_2:	Nna kẹ̮-rata [köfi], Le-[teë], le-lebese].	Me, I like [coffee], [tea], and [milk].
S_3:	Nna kẹ̮-rata [mëtsi] fêêla.	Me, I only like [water].

C-5

T:	U-rata liphôôfôlô life?	Which animals do you like?
S:	Kẹ̮-rata lintja le-lipêrê, hạ̮-ke̲-rate likatse.	I like dogs and horses, I don't like cats.

Cycle 49 Where is our director?

M-1

oa-rona	Mookamëli oa-rona o-kae?	our	Where is our director?
oa-lona	Mookamëli oa-lona o-kae?	your	Where is your director?
oa-bôna	Mookamëli oa-bôna o-kae?	their	Where is their director?

C-1

A:	Mookamëli oa-rona o-kae?	Where is our director?
B:	O-[öfising]. O-bua le-[tichêrê] ea-rona.	
A:	Öö.	

C-2

A:	[Mookamëli] oa-rona o-kae?	
B:	(pointing) O-mane.	He's over there.
A:	Kae?	
B:	Pela sefatê.	Near the tree.
A:	O-ëtsa'ng?	
B:	O-bua le-tichêrê ea-lona.	

C-3

A:	[Susan le-Ann] ba-ea [lebënkëlëng] le-mang?	
B:	Ba-ea le-baokamëli ba-bôna.	They're going with their staff leaders.

C-4

A:	[David le-Joe] ba-kae?	Where are [David and Joe]?
B:	Ba-sekölöng.	They're at school.
	Ba-bapala bôlô le-tichêrê ea-bôna.	They're playing ball with their teacher.

M-2

morënëng	O-ea morënëng le-bö=mang?	chief's place	Who is he going to the chief's place with?
thabëng	O-ea thabëng le-bö=mang?	mountain	Who is he going to the mountain with?

mmarakëng	O-ea mmarakëng le-bö=mang?	market	Who is he going to the market with?
öfising	O-ea öfising le-bö=mang?	office	Who is he going to the office with?
bankëng	O-ea bankëng le-bö=mang?	bank	Who is he going to the bank with?

C-5

A:	O-ea [bankëng] le-bö=mang?	Who is he going to the [bank] with?
B:	O-ea le-bö=[John].	He is going with John (and his companions).

M-3

pösöng	Kȩ-lula pösöng.	post office	I live in the area of the post office.
sekölöng	Kȩ-lula sekölöng.	school	I live in the area of the school.
morënëng	Kȩ-lula morënëng.	chief's place	I live in the area of the chief's place.
kërëkëng	Kȩ-lula kërëkëng.	church	I live in the area of the church.

C-6

T:	U-lula kae?	
A:	Kȩ-lula [pösöng].	
T:	Uêna u-lula kae?	
B:	Kȩ-lula [kërëkëng].	
T:	Uênaa?	And you?
C:	Nna kȩ-lula [sekölöng].	

C-7

A: Thabô o-lula kae?

B: O-lula [pösöng].

C: Ê-ê, ha̧-a-lule [pösöng].

B: O-lula kae?

C: O-lula [morënëng].

B: Öö.

Cycle 50 I like him.

M-1

Practice the above sentences as follows:

T: Naa u-bôna tichêrê?	S: Naa ua-mo-bôna?

Teacher	Response (student or class)
Naa u-rata tichêrê ea-hao?	Naa ua-mo-rata? Do you like him?
Naa u-bôna tichêrê?	Naa ua-mo-bôna? Do you see him?
Naa u-mamêla tichêrê?	Naa ua-mo-mamêla? Do you listen to him?
Naa u-thusa tichêrê?	Naa ua-mo-thusa? Do you help him?

C-1

A: Naa u-[rata] tichêrê ea-hao?
B: Ëë kȩa-mo-[rata].

C-2

A: U-tsoa kae?
B: Kȩ-tsoa sekölöng.
A: Tichêrê ea-hao ke-mang?
B: Ke-[Thabô].

C-3

A: Tichêrê ea-hao o-tsoa kae?
B: O-tsoa [Leribê].
A: Naa o-tseba ho-ruta hantlê?
B: Ëë, oa-tseba, fêêla o-[bua kapele].

C-4

A: Naa u-rata tichêrê ea-hao?	
Or: Naa ua-mo-rata?	
B: Ëë, kȩ-mo-rata haholo.	Yes, I like him.
A: Kȩ-rata ho-mo-bôna. O-kae?	
B: O-[k'hëfing].	He's at the cafe.
A: O-na le-mang?	Who is he with?
B: O-na le-[Thêkô].	He's with [Theko].

C-5

Combine C-2, C-3, C-4.

C-6

Repeat C-5.

A:	Kȩa-tsamaea joalë. Sala hantlê.	I'm going now. Good-bye.
B:	Ho-lokilë. Kȩ-tsamaea le-uêna.	Okay. I'm going with you.

Cycle 51 How is he going to town?

M-1

ka-bese	John o-ea [töröpöng] ka-bese.	by bus	John is going to town by bus.
ka-kölöi	John o-ea [töröpöng] ka-kölöi.	by car	John is going to town by car.
ka-pêrê	John o-ea [töröpöng] ka-pêrê.	on horseback	John is going to town on horseback.
ka-maoto	John o-ea [töröpöng] ka-maoto.	on foot	John is going to town on foot.

M-2

ea	O-ea ka'ng?	go	How is he going?
tla	O-tla ka'ng?	come	How is he coming?
tsamaea	O-tsamaea ka'ng?	walk, go	How is he travelling?
êta	O-êta ka'ng?	travel, visit	How is he travelling?

C-1

A:	[John] o-ea [töröpöng].	
B:	O-ea ka'ng?	How is he going?
A:	Ka-[kölöi].	By [car].

C-2

A:	John o-tla hosasa?	Is John coming tomorrow?
B:	Ê-ê o-tla kajëno.	No, he's coming today.
A:	O-tla ka'ng?	How is he coming?
B:	O-tla ka-[bese].	

C-3

A:	O-tsoa [thabëng] ka'ng?	How is he coming from the [mountain]?
B:	Ka-[pêrê].	He's coming on horseback.

M-3

Amërika	Batho ba-Amërika ba-tsamaea ka'ng?	How do the people of America travel?
Lesotho	Batho ba-Lesotho ba-tsamaea ka'ng?	How do the people of Lesotho travel?

M-4

ka-tönki	Hḁ-ba-tsamaee ka-tönki.	by donkey	They do not travel by donkey.
ka-sefofane	Hḁ-ba-tsamaee ka-sefofane.	by plane	They do not travel by plane.
ka-terene	Hḁ-ba-tsamaee ka-terene.	by train	They do not travel by train.
ka-baesekele	Hḁ-ba-tsamaee ka-baesekele	by bicycle	They do not travel by bicycle.

C-4

T:	Batho ba-Lesotho ba-tsamaea ka-maoto, ka-pêrê, ka-bese le-ka-kölöi.	The people of Lesotho travel on foot, on horseback, by bus and by car.
	Hḁ-ba-tsamaee ka-sefofane le-ka-terene.	They don't travel by plane or by train.
	Batho ba-Amërika ba-tsamaea haholo ka-kölöi, empa hḁ-ba-tsamaee haholo ka-maoto.	The people of America travel a lot by car, but they don't travel much on foot.
	Ba-rata ho-tsamaea ka-sefofane.	They like to travel by plane.
T:	Batho ba-Lesotho ba-tsamaea ka'ng?	
S:	[	].
T:	Ba-Amërika bôna ba-tsamaea ka'ng?	
S:	[	].
T:	Le-ea Lesotho ka'ng?	How are you (pl) going to Lesotho?
S:	Ka-sefofane.	

C-5

T:	U-rata ho-tsamaea ka'ng?	
S:	Ka-[kölöi] le-ka-[sefofane].	
	E-seng ka-maoto.	Not on foot.

Cycle 52 I think so.

C-1

A:	Kȩ-lapilë.	I'm hungry.
B:	Le-nna. Lijô li-lokilë?	Me too. Is the food ready?
A:	Kȩa-khôloa.	I think so.
B:	Ha̲-re̲-eö ja.	Let's go eat.
A:	Ëë, ha̲-rȩ-eê.	Yes, let's go.

M-1

o-lijöng	Kȩ-khôloa hore o-lijöng.	I think that he's at the dining hall.
o-öfising	Kȩ-khôloa hore o-öfising.	I think that he's at the office.
oa-kula	Kȩ-khôloa hore oa-kula.	I think that she is sick.
o-lula le-Mphô	Kȩ-khôloa hore o-lula le-Mphô.	I think that she lives with Mpho.

C-2

A: John o-kae?

B: Kȩ-khôloa hore o-lijöng.

A: Naa lijô li-lokilë?

B: Kȩa-khôloa. Ha̧-ke̲-tsebe hantlê.

C-3

A: [Mamêllô] o-lula le-mang?

B: Kȩ-khôloa hore o-lula le-[Mphô].

A: ŏö.

C-4

T: (Noting an absence in the class.)
[Ann] o-kae?

S: Kȩ-khôloa hore oa-kula.

T: Ke̲-hampe.

C-5

A:	[Ntatë] o-batla mang?	
B:	Kȩ-khôloa hore o-batla [mookamëli]. U-batla mang, ntatë?	I think that he wants the [director]. Who are you looking for?
[Ntatë]:	Kȩ-batla [mookamëli]. O-kae?	
B:	Kȩ-khôloa hore o-öfising ea-hae.	
[Ntatë]:	Öö. Kȩa-lëboha.	

M-2

o-bua kapele	Kȩ-hopola hore Thabô o-bua kapele.	I think (i.e. I have the opinion) that Thabô speaks rapidly.
o-bua butlê	Kȩ-hopola hore Thabô o-bua butlê.	I think that Thabô speaks slowly.
o-ruta hantlê	Kȩ-hopola hore Thabô o-ruta hantlê.	I think that he teaches well.

C-6

A:	Naa u-rata tichêrê ea-hao Thabô?	Do you like your teacher Thabo?
B:	Ëë, kȩa-mo-rata.	Yes, I like him.
A:	O-ruta joang?	
B:	Kȩ-hopola hore o-ruta hantlê, fêêla o-bua butlê haholo.	I think that he teaches well, only he speaks very softly.

C-7

A:	Ke̲-nakô mang?	What time is it?
B:	Hą-ke̲-na oache, fêêla kȩa-khôloa ke̲-[1.00].	I don't have a watch, but I think it is [1:00 o'clock].

Cycle 53 She's not a doctor, she's just a nurse.

M-1

Obtain pictures from magazines and newspapers for introducing the following.

Ke̲-lepölesa.	He's a policeman.
Ke̲-ngaka.	He's a doctor.
Ke̲-moruti.	He's a priest/minister.
Ke̲-molemi.	He's an Ag. Demonstration Officer.
Ke̲-nêsê.	She's a nurse.
Ke̲-mophëhi. Oa-phêha.	He's a cook. He cooks.
Ke̲-morêna. Oa-busa.	He's a chief. He governs.
Ke̲-mokhanni. O-khanna kölöi.	He's a driver. He drives a car.

C-1

A:	Naa [Tšêpô] ke̲-[moruti]?	Is [Tsepo] a priest?
B:	Ê-ê, ha̧-se̲-[moruti]. Ke̲-[tichêrê].	

C-2

A:	U-[molemi]?	
B.	Ê-ê, ha̧-ke̲-[molemi]. Kȩ[tichêrê].	

C-3

A:	U-sëbëtsa'ng?	What work do you do?
B:	Kȩ-[mokhanni oa-likölöi].	I'm a driver of cars/trucks.

C-4

A:	Ke̲-mang eö?	Who is that there?
B:	Ke̲-[Mamêllô].	
A:	O-sëbëtsa'ng?	What work does she do?
B:	Ke̲-[nêsê].	She's a [nurse].

C-5

A: [Phiri] oa-tla kajëno.

B: [Phiri] ke̲-mang? Naa ke̲-[lepölesa]? Who is [Phiri]? Is he the policeman?

A: Ëë, ke̲-[lepölesa].

C-6

A: [Tichêrê] oa-kula.

B: [Tichêrê] ke̲-mang? Which teacher? (lit: The teacher is who?)

A: Ke̲-[Thabô].

M-2

tichêrê;	Hḁ-se̲-tichêrê,	teacher;	He's not a teacher,
morutuoa	ke̲-morutuoa fêêla.	student	he's only a student.
morêna;	Hḁ-se̲-morêna,	chief;	He's not a chief,
motho	ke̲-motho fêêla.	commoner	he's only a commoner.
ngaka;	Hḁ-se̲-ngaka,	doctor;	She's not a doctor,
nêsê	ke̲-nêsê fêêla.	nurse	she's only a nurse.
moruti;	Hḁ-se̲-moruti,	minister;	He's not a minister
moholo	ke̲-moholo fêêla.	elder	he's only an elder.

C-7

A: [Susan] ke̲-[ngaka]?

B: Ê-ê, hḁ-se̲-[ngaka], ke̲-nêsê fêêla.

A: Öö, ke̥a-bôna.

C-8

A: Nna ke̥-[tichêrê]. Naa uêna u-[morêna]?

B: Ê-ê, hḁ-ke̲-[morêna]. Ke̥-[motho] fêêla. No, I'm not a chief. I'm just an ordinary man.

Cycle 54 Hey Phiri! Wait for me.

C-1

A:	[Thabô]!	
[Thabô]:	Oẹ̈ë.	(Answer given when one is called.)
A:	Nkêmêlê.	Wait for me.
	Kẹ-batla ho-tsamaea le-uêna.	
[Thabô]:	Phakisa. Kẹ-tatilë.	Hurry. I'm anxious (to go).
	Kẹ-[lapilë haholo].	I'm [very hungry].

C-2

A:	[Thabô]!	
[Thabô]:	Oẹ̈ë.	
A:	Nkêmêlê.	
	Kẹ-batla ho-ea [lijȯng] le-uêna.	
[Thabô]:	Ê-ê, hạ-ke-ee [lijöng], kẹ-ea [bankëng].	
A:	Ö̈ö. Tsamaea.	

C-3

A:	[Thabô]!	
[Thabô]:	Oẹ̈ë.	
A:	U-ea kae.	
[Thabô]:	Kẹ-ea lijöng.	
A:	Ak'u êmê hannyane.	Please wait a little.
	Rona le-[John] re-batla ho-ea le-uêna.	John and I want to go with you.

C-4

A:	[Thabô]!	
[Thabô]:	Oẹ̈ë.	(Answer given when one is called from a considerable distance.)
A:	Nkêmêlê.	
	(catches up with Thabô, greets him) U-kae?	How are you? (lit. Where are you?)
[Thabô]:	Kẹ-tëng. Uêna u-kae?	I'm fine (lit: I'm there.) And how are you?
A:	Kẹ-tëng.	

C-5

A:	Lumêla.	
B:	Ëë, lumêla.	
A:	U-kae?	
B:	Kȩ-tëng. Uêna u-kae?	
A:	Kȩ-tëng.	

M-1

Thabô! Thabô-oȩ̈ë. Thabô-ëë.	(People at a distance are called in this fashion. See below for usage).

C-6

[John]:	(Calling out from quite a distance) Thabô! Thabô-oȩ̈ë! Thabô-ëë!	
Thabô:	Oëë.	
[John]:	Tlöö koano.	Come here.
Thabô:	Kȩa-tla.	I'm coming.

C-7

[John]:	Thabô! Thabô-oȩ̈ë! Thabô-ëë!	
A:	(to B)	
	O-bitsa mang?	Who is he calling?
B:	O-bitsa Thabô.	He's calling Thabo.
	Thabô! John oa-u-bitsa.	Thabo! John is calling you.
Thabô:	(to John)	
	Butlê. Kȩa-tla.	Take it easy (lit: slowly). I'm coming.

C-8

Thabô:	(to A) Bitsa Phiri.	
	Kȩ-batla ho-bua le-eêna.	
A:	Phiri! Phiri-oȩ̈ë! Phiri-ëë!	
Phiri:	Oëë.	
A:	(to Phiri) Thabô oa-u-bitsa.	Thabo is calling you.
	O-re o-batla ho-bua le-uêna.	He says he wants to speak with you.
Phiri:	Kȩa-tla. Butlê.	

Use picture number 1 for the following.

Möna re-bôna batho ba-babëli.	Here we see two people.
Ke̲-monna le-mosali. Ba-ëme hara tšimo, mme ba-ëme pela sefatê.	They are a man and a woman. They are standing in a field, and they are standing near a tree.
Ba-apëre likobô. Basotho ba-apara likobô haholo.	They are wearing blankets. The Basotho wear blankets a lot.
Monna o-roëtse katiba. Banna ba-Basotho ba-roala likatiba haholo. O-tšoëre molamu ka-letsôhô. Monna oa-Mosotho kamehla o-tsamaea a-tsoëre molamu.	The man is wearing a hat. The Basotho men wear hats a lot. He is grasping a walking-stick in his hand. A Mosotho man always walks about grasping a stick.
Mosali hą-a̲a̲-roala katiba, empa o-roëtse tuku. Basali ba-roala lituku le-likatiba kamehla.	The woman is not wearing a hat, but she is wearing a head-scarf. The women always wear headscarfs and hats.
Hą-a̲a̲-tšoara molamu.	She is not grasping a walking-stick.
Ba-roëtse liêta? Hą-re̲-tsebe, hą-re̲-böne hantlê. Fêêla kę-khôloa hore ba-tsamaea ka-maoto.	Are they wearing shoes? We don't know, we don't see well. Only I think they are walking barefooted.

Q-1

T: Batho ba-ëme kae?	
S: Ba-ëme hara tšimo.	They are standing in the field.
Or: Pela sefatê.	Near the tree.

Q-2

T: Naa ke̲-banna fêêla?

S: Ê-ê, ke̲-monna le-mosali.

Q-3

T: Ba-apëre'ng?

S: Ba-apëre likobô.

Q-4

T: Monna o-roëtse'ng?

S: O-roëtse katiba.

T: Mosali eênaa?

S: Eêna o-roëtse tuku.

Q-5

T: Naa ua-ba-tseba?	Do you know them?
S: Hą-ke̲-ba-tsebe, fêêla ke̲-Basotho.	I don't know them, but they are Basotho.

Q-6

T: Monna o-tšoëre'ng?

S: O-tšoëre molamu.

T: Mosali eênaa?

S: Eêna hą-a̲a-tšoara lethô.

Q-7

T: Ba-ea kae?

S: Hą-ke̲-tsebe. Kę̨a-khôloa ba-ea haë.

Q-8

T: Basotho ba-apara'ng?

S: Ba-apara likobô.

Q-9

T: Banna ba-Basotho ba-roala'ng?

S: Ba-roala likatiba le-liêta.

Cycle 56 Please help us wash the dishes.

M-1

lijana	Ak'u re-thusê ho-hlatsoa lijana.	dishes	Please help us wash the dishes.
liphahlô	Ak'u re-thusê ho-hlatsoa liphahlô.	clothes	Please help us wash the clothes.

C-1

A: Mphô!

Mphô: Oë̲ë̲!

A: U-sëbëtsa'ng?

Mphô: Hą-ke̲-sëbëtse lethô. — I'm not doing anything.

Or: Lethó. — Nothing.

A: Ak'u re-thusê ho-hlatsoa [lijana].

M-2

Sesotho	Ak'u re-rutê Sesotho.	Sesotho	Please teach us Sesotho.
ho-palama	Ak'u re-rutê ho-palama.	to ride	Please teach us how to ride.
ho-phêha	Ak'u re-rutê ho-phêha.	to cook	Please teach us how to cook.

C-2

[John]: Ak'u re-rutê Sesotho.

[Thêkô]: Le-batla ho-tseba Sesotho?

[John]: Ëë.

[Thêkô]: Kȩ-tseba Sesotho, fêêla hą-ke̲-tsebe ho-ruta.

[John]: Öö, ke̲-hampe.

M-3

mantsoe ana	Ak'u nthusê ho-bitsa mantsoe ana.	these words	Please help me pronounce these words.
lentsoe lëna	Ak'u nthusê ho-bitsa lentsoe lëna.	this word	Please help me pronounce this word.

C-3

S:	Kȩ-batla ho-ithuta Sesotho.	I want to learn Sesotho.
	Ak'u nthusê ho-bitsa mantsoe ana.	Please help me pronounce these words.
	(giving a written list of Sesotho words)	
Mosotho:	Ke̱-hantlê. Mamêla:	Good. Listen:
	mö̈na	here
	monna	man
	bana	children
	banna	men
	Nkëtsisê:	Imitate me.
	mö̈na	
	monna	
	bana	
	banna	

M-4

mollô	Ak'u mphê mollô.	fire, match	Please give me a match.
koae	Ak'u mphê koae.	tobacco	Please give me some tobacco.
sesepa	Ak'u mphê sesepa.	soap	Please give me some soap.
mëtsi	Ak'u mphê mëtsi.	water	Please give me some water.

* * * * * * * * * *

mollô	Ak'u re-fê mollô.	fire, match	Please give us some fire.
koae	Ak'u re-fê koae.	tobacco	Please give us some tobacco.
sesepa	Ak'u re-fê sesepa.	soap	Please give us some soap.
mëtsi	Ak'u re-fê mëtsi.	water	Please give us some water.

C-4

A:	Ak'u re-fê mëtsi.	Please give us some water.
B:	Le-ëtsa'ng ka-mëtsi?	What are you doing with water?
A:	Re-batla ho-hlatsoa.	We want to wash.
B:	Öö, ho-lokilë. (gives the water)	
A:	Ak'u re-fê sesepa hapê.	
B:	(gives her soap)	
A:	Kȩa-lëboha.	

M-5

sesepa	Ak'u re-thusê ka-sesepa.	soap	Please give us some soap.
êmêrê	Ak'u re-thusê ka-êmêrê.	bucket	Please give us a bucket.
lefiêlô	Ak'u re-thusê ka-lefiêlô.	broom	Please give us a broom.

C-5 Volunteers v. Director

Volunteer: Khôtsô ntatë.
Director: Ëë, lumêlang. Le-batla'ng?
Volunteer: Ak'u re-thusê ka-sesepa, êmêrê le-lefiêlô.
Director: Le-batla ho-ëtsa joang ka-sesepa, êmêrê le-lefiêlô?
Volunteer: Re-batla ho-hloëkisa matlo a-rona. - We want to clean our rooms.
Director: Öö, ke-hantlê haholo.

M-6

nthusê	Ak'u nthusê.	help me	Please help me.
ntšoarêlê	Ak'u ntšoarêlê.	excuse me	Please excuse me.

C-6

T: (getting John's attention)
Ak'u ntšoarêlê.
[Bill] o-ea [öfising] le-mang?
[John]: Ha-a-ee le-motho. — He's not going with anybody.
T: Ak'u tsamaeê le-eêna. — Please go with him.

Cycle 57 How are you-all?

C-1

A (with a friend): Lumêlang.	
B (with a friend): Ëë, lumêlang.	
A: Le-phela joang?	
B: Re-phela hantlê. Lona le-phela joang?	We are fine. You (pl), how are you?
A: Re-phela hantlê. Le-tsoa kae?	
B: Re-tsoa [öfising]. Lona, le-tsoa kae?	
A: Re-tsoa [lijöng].	

C-2

A (with a companion): Lumêlang, bo-mmê.	
Mmê: Ëë, lumêlang.	
A: Le-phela joang?	
Mmê: Re-phela hantlê, ha̢-re̲-tsebe lona.	We are fine, we don't know (about) you (pl).
A: Le-rona re-phela hantlê.	We also are fine.

C-3

A (with companion): Le-tsoha joang?	How are you (pl)? (lit: You are awake how?)
B (with companion): Rea-tsoha. Lona le-tsoha joang?	You, how are you?
A: Rea-tsoha.	

M-1

apara	Lona le-apara'ng Amërika mö̢ö̲?	wear	What do you wear here in America?
roala	Lona le-roala'ng Amërika mö̢ö̲?	wear (on the head or limbs)	What do you wear here in America?

C-4

T: Basotho ba-[apara'ng]? — What do the Basotho [wear]?

S: Ba-[apara likobô].

T: Lona le-[apara'ng] Amërika mö̦ö̱? — What do you [wear] here in America?

S: Rona re-[apara lijase]. — We [wear overcoats].

M-2

nna	Nna, kȩ-tsamaea kapele.	I/me	Me, I'm walking/I walk fast.
rona	Rona, re-tsamaea kapele.	we/us	We, we are walking/we walk fast.
uêna	Uêna, u-tsamaea kapele.	you	You, you are walking/you walk fast.
lona	Lona, le-tsamaea kapele.	you (pl)	You (pl), you are walking/you walk fast.

C-5

S: Basotho ba-tsamaea joang? — How do the Basotho walk?

T: Ba-tsamaea kapele. Lona
le-tsamaea joang Amërika mö̦ö̱?

S: Le-rona re-tsamaea kapele. — We also walk fast.

M-3

ho-bua	Re-rata ho-bua le-lona.	to speak	We would like to speak with you.
ho-tantša	Re-rata ho-tantša le-lona.	to dance	We would like to dance with you.
ho-bina	Re-rata ho-bina le-lona.	to sing	We would like to sing with you.
ho-bapala	Re-rata ho-bapala le-lona.	to play	We would like to play with you.

C-6

A: Le-batla [ho-bua] le-mang? — With whom do you (pl) want to [speak]?

B: Re-batla [ho-bua] le-lona.
Or: Le-lona. — With you (pl).

Cycle 58 Here is some milk.

M-1

letsoai	Letsoai ke-lëna.	salt	Here is some/the salt.
lebese	Lebese ke-lëna.	milk	Here is some/the milk.
lengôlô	Lengôlô ke-lëna.	letter	Here is the letter.

M-2

letsoai	Letsoai le-kae?	salt	Where is the salt?
lebese	Lebese le-kae?	milk	Where is the milk?
lengôlô	Lengôlô le-kae?	letter	Where is the letter?

C-1

A: Lebese le-kae?	Where is the milk?
B: Ke-lëna.	Here it is.

C-2

A: Naa u-noa lebese?	Do you drink milk?
B: Eë, ke-noa [lebese]. Le-kae?	
A: Ke-lëna.	

M-3

chêlêtê	Chêlêtê ke-ëna.	money	Here is some/the money.
tsoekere	Tsoekere ke-ëna.	sugar	Here is some/the sugar.
bôtôrô	Bôtôrô ke-ëna.	butter	Here is some/the butter.
köfi	Köfi ke-ëna.	coffee	Here is some/the coffee.

M-4

chêlêtê	Chêlêtê e-kae?	money	Where is the money?
tsoekere	Tsoekere e-kae?	sugar	Where is the sugar?
bôtôrô	Bôtôrô e-kae?	butter	Where is the butter?
köfi	Köfi e-kae?	coffee	Where is the coffee?

C-3

A: [Tsoekere] e-kae?

B: Ke-ëna.

C-4

A: Nka [nama], ke-ëna.	Take the [meat], here it is.
B: E-kae?	
A: Ke-ëna.	

C-5

A: Le-batla ho-ja'ng kajëno?	What do you (pl) want to eat today?
B: Re-batla ho-ja [nama].	
A: Hą-le-rate ho-ja [rëisi]?	Don't you like to eat rice?
B: Rea-rata. E-kae?	
A: Ke-ëna.	

C-6

A: U-phëhilë'ng kajëno?	What's on the menu today? (Lit: You have cooked what today?)

Mophëhi: Kę-phëhilë [rëisi].

A: U-phëhilë [rëisi]?

Mophëhi: Ëë.

A: E-kae?

Mophëhi: Ke-ëna.

C-7

A: U-batla'ng?

B: Kę-batla [letsoai]. Le-kae?

A: Nka. Ke-lëna.

B: Tanki.

Cycle 59 Numbers: the third week

M-1

Review counting on the fingers from 1 - 5 (see Cycle 33).

C-1

T:	Naa u-tseba ho-bala ho-fihla ho-hlano?	Do you know how to count up to five?
S:	Ëë, kẹa-tseba.	
T:	Ak'u balê.	Please count.
S:	(Using the fingers) Nngoe, pëli, tharo, nnê, hlano.	

M-2

Teach counting on the fingers from 6 - 10.

Tšelêla.	Six.
Supa.	Seven.
Robëli.	Eight.
Robong.	Nine.
Leshomê.	Ten.

C-2

T:	Naa u-tseba ho-bala ho-fihla leshomê?	Do you know how to count up to ten?
S:	Ëë, kẹa-tseba.	
T:	Ak'u balê.	
S:	(Using the fingers) Nngoe, pëli, tharo, nnê, hlano, tšelêla, supa, robëli, robong, leshomê.	

M-3

Review the following days of the week (from Cycle 31):

Labobëli	Tuesday
Laboraro	Wednesday
Labonê	Thursday
Labohlano	Friday

Read aloud the following phrases, while your students observe the English meanings (with their books open).

Labobëli	Tuesday
letsatsi la-bobëli	the second day
motho oa-bobëli	the second person
tichêrê ea-bobëli	the second teacher
Laboraro	Wednesday
letsatsi la-boraro	the third day
motho oa-boraro	the third person
tichêrê ea-boraro	the third teacher
Labonê	Thursday
letsatsi la-bonê	the fourth day
bôtlôlô ea-bonê	the fourth bottle
k'hëfi ea-bonê	the fourth cafe
Labohlano	Friday
letsatsi la-bohlano	the fifth day
bôtlôlô ea-bohlano	the fifth bottle
k'hëfi ea-bohlano	the fifth cafe

Now give the following phrases, having your students listen (with their books closed) and responding with the selective English response as indicated.

Teacher	Response (group, individual)
1. motho oa-bobëli	2nd
2. tichêrê ea-boraro	3rd
3. bôtlôlô ea-bonê	4th
4. k'hëfi ea-bohlano	5th
5. motho oa-boraro	3rd
6. tichêrê ea-bobëli	2nd
7. bôtlôlô ea-bohlano	5th
8. k'hëfi ea-bonê	4th
9. letsatsi la-bonê	4th
10. apolê ea-bobëli	2nd

11. bëkë ea-boraro	3rd
12. bese ea-bohlano	5th
13. sefatê sa-bonê	4th
14. sefofane sa-bobëli	2nd
15. selemô sa-boraro	3rd
16. lebitsô la-bohlano	5th
17. lebôkôsê la-bobëli	2nd
18. sekölö sa-boraro	3rd
19. moithaopi oa-bonê	4th
20. morêna oa-bohlano	5th

M-4

Read aloud the following phrases, while your students observe the English meanings (with their books open).

motho oa-botšelêla	the sixth person
motho oa-bosupa	the seventh person
motho oa-borobëli	the eighth person
motho oa-borobong	the ninth person
pêrê ea-botšelêla	the sixth horse
pêrê ea-bosupa	the seventh horse
pêrê ea-borobëli	the eighth horse
pêrê ea-borobong	the ninth horse

Now give the following phrases, having your students listen (with their books closed) and responding with the selective English response as indicated.

1. motho oa-botšelêla	6th
2. pêrê ea-bosupa	7th
3. sefatê sa-borobëli	8th
4. letsatsi la-borobong	9th
5. lebôkôsê la-bosupa	7th
6. sekölö sa-borobong	9th
7. selemô sa-bosupa	7th
8. motho oa-borobong	9th
9. moithaopi oa-borobëli	8th

10. motse oa-borobong	9th
11. morêna oa-borobëli	8th
12. motse oa-bosupa	7th
13. bosiu ba-borobëli	8th
14. letsatsi la-bosupa	7th
15. bosiu ba-botšelêla	6th
16. sefatê sa-botšelêla	6th
17. selemô sa-bosupa	7th
18. pêrê ea-botšelêla	6th
19. k'hëfi ea-borobëli	8th
20. bëkë ea-botšelêla	6th

M-5

Use items from M-3 and M-4 in random order, having your students respond with the appropriate selective response.

C-3

T:	(to the class)	
	Kajëno ke̲-bëkë ea-[boraro] le-qalilë ho-ithuta Sesotho.	Today is the [3rd] week since you started studying Sesotho.
	Le-tsamaea hantlê.	You are doing well.
	Hą-ho̲-joalö?	Isn't it so?
S:	Ho-joalö.	It's so.
	Or: Ê-ê, hą-ho̲-joalö.	No, it's not so.

TO THE STUDENT:

The Sesotho counting system is fairly complicated, so you will be exposed to it gradually in this course. You will recall from cycle 33 that the English number system is used for telling time and counting money. This takes care of one of the more immediate needs for counting.

The aim in this cycle is to allow you to become familiar with the number stems from 1 to 9 (but not necessarily to use them). The counting system is complicated for the learner because of the prefix and stem variations that can occur, as the following example will illustrate:

pëli	two (when simply counting: one, two, three...)
motho oa-bobëli	the second person (ordinal numbers)
batho ba-babëli	two people (cardinal numbers)

The counting of objects or people (e.g. botho ba-babëli, two people) will be taught in a later cycle.

When numbers are used as ordinals (second, third, fourth, etc.), the construction for relating them to the noun is one which is familiar to you by now:

noun + possessive + noun	
motho oa-bobëli	the second person
letsatsi la-bobëli	the second day

It may seem strange to find that the numbers behave like nouns in this construction (when used as cardinals the numbers behave like adjectives). Actually this is not unusual, since the number stems in this case have been made into nouns by the addition of the noun prefix bo-:

bobëli	second	(lit: secondness)
boraro	third	(lit: thirdness)
bonê	fourth	(lit: fourthness)

In an earlier cycle (27) you learned that the form of the possessive varies according to the noun that precedes it:

tichêrê ea-Thabô	Thabo's teacher
motsoallê oa-Thabô	Thabo's friend

In this cycle the possessive has taken several forms:

oa-	motho oa-bobëli
la-	letsatsi la-bobëli
sa-	sefatê sa-bobëli
ea-	tichêrê ea-bobëli
ba-	bosiu ba-bobëli

All the ordinary Sesotho nouns can be divided into six groups or classes, and each of these is followed by its own form of the possessive. Only five possessive forms are given above, since two of the groups happen to take the same possessive form (_____ oa-bobëli), though elsewhere they behave quite independently.

The grouping of Sesotho nouns into six classes is of consequence for more reasons than just the determination of the form of the possessive. For example, nouns are pluralized by changing the form of the noun prefix, and this varies from class to class:

1.	[mo·NOUN] Mosotho	[ba·NOUN] Basotho	Mosotho, Basotho
2.	[mo·NOUN] molamu	[me·NOUN] melamu	stick, sticks
3.	[le·NOUN] leoto	[ma·NOUN] maoto	foot, feet
4.	[se·NOUN] sejana	[li·NOUN] lijana	dish, dishes
5.	[N̸·NOUN] nku	[liN̸·NOUN] linku	sheep, sheep
6.	[bo·NOUN] bosiu	[ma·NOUN] masiu	night, nights

As you can see from the above, each of the noun classes has a set of prefixes which are added to the stem, one to indicate the singular, and the other to indicate the plural. In some cases the prefix form of one class is the same as that of another (cf. class 1 motho and class 2 motse). We write the prefix for the class 5 singular as "N̸", which suggests two of the important characteristics of this class

a. When the rest of the word has only one syllable, the prefix is a nasal, and the sound of it varies according to the consonant which immediately follows it:

mphô	gift	(n = m before p, ph, m)
nthô	thing	(n = n before t, th, n)
nku	sheep	(n = [ŋ] before k, kh)

b. This nasal prefix ("N̸") is dropped from almost all noun stems of two or more syllables:

tichêrê	teacher
pêrê	horse
koae	tobacco
baki	jacket

There are, however, a few stems having two or more syllables which retain this nasal prefix:

nketu	frog

The following examples (from cycles you've already studied) demonstrate some additional ways in which the noun classes affect other parts of the sentence:

Lijô li-lokilë.	The food is ready.	Cycle 34
Köfi e-lokilë.	The coffee is ready.	
Lehe le-lokilë.	The egg is ready.	

O-batla pampiri.	Ha̧-ke̲-na eôna.	She wants paper.	I don't have any.	Cycle 44
O-batla setulô.	Ha̧-ke̲-na sôna.	She wants a chair.	I don't have one.	
O-batla lebese.	Ha̧-ke̲-na lôna.	She wants some milk.	I don't have any.	

Le-rata liphôôfôlô life?	Which animals do you like?	Cycle 48
Le-rata mabênkêlê afe?	Which stores do you like?	
Le-rata metse efe?	Which villages do you like?	

Ak'u nthusê ho-bitsa lentsoe lëna.	Please help me pronounce this word.	Cycle 56
Ak'u nthusê ho-bitsa mantsoe ana.	Please help me pronounce these words.	
Ak'u nthusê ho-bitsa batho bana.	Please help me call these people.	

Letsoai ke̲-lëna.	Here is some salt.	Cycle 58
Chêlêtê ke̲-ëna.	Here is some money.	
Sesepa ke̲-sëna.	Here is some soap.	

Letsoai le-kae?	Where is the salt?	Cycle 58
Chêlêtê e-kae?	Where is the money?	
Sesepa se-kae?	Where is the soap?	

Each of these constructions will be discussed and practiced more fully in later cycles.

At this point in your studies don't make a special effort to "memorize" these noun classes with their various prefixes; you will have ample opportunity to do this later (see cycle 76). For now it is sufficient that you understand that the variations in forms (such as the possessives) which you are encountering are due to the grouping of nouns into classes, and that there is a limit to these variations (they don't go on without end)!

By now you've had considerable practice in using several forms of the possessive. (For a review of la-, ea-, oa-, sa- and ba-, see cycles 1, 3, 7, 20, 27, 37, 44, 47, 49 and 51.) The full set is given below for your information. You need not memorize them now (unless you feel compelled to do so!); they will be practiced in later cycles.

Possessive Construction

noun + possessive + noun

1.	[mo·NOUN] oa-______ morutuoa oa-Thabô	[ba·NOUN] ba-______ barutuoa ba-Thabô
2.	[mo·NOUN] oa-______ molamu oa-Thabô	[me·NOUN] ea-______ melamu ea-Thabô
3.	[le·NOUN] la-______ leoto la-Thabô	[ma·NOUN] a-______ maoto a-Thabô
4.	[se·NOUN] se-______ sejana sa-Thabô	[li·NOUN] tsa-______ lijana tsa-Thabô
5.	[N̸·NOUN] ea-______ nku ea-Thabô	[liN̸·NOUN] tsa-______ linku tsa-Thabô
6.	[bo·NOUN] ba-______ bohôbê ba-Thabô	[ma·NOUN] a-______ mahôbê a-Thabô

To the student: Make use of your odd free moments to study. For example, carry a short list of the words you are currently "learning" and ask any (and every!) Mosotho you meet to help you with them.

Ak'u balê mantsoe ana.	Please read these words.
Ak'u bitsê mantsoe ana.	Please pronounce these words.
Sebelisa lentsoe lëna polëlöng.	Use this word in a sentence.

Use this technique in your present study. When you continue studying Sesotho later on your own, you will need a number of devices like this.

M-1

balê	Ak'u balê mantsoe ana.	read	Please read these words.
bitsê	Ak'u bitsê mantsoe ana.	pronounce	Please pronounce these words.

C-1

S:	Kȩ-batla ho-ithuta Sesotho.	
T:	Ho-lokilë	Okay.
S:	Ak'u [balê] mantsoe ana.	
T:	(receives a list of words)	
	Mamêla-hê.	Now listen.

sefofane
sefatê
selemô
sekölö
Sekhooa
sesepa
setulô
setêmpê

C-2

To the student: Make a short list of words that you know you need to work on. Use them as suggested above, pointing (with a pencil) to each word on your list as you want your Mosotho friend to pronounce it. Shift the order when you want to compare the sounds of two words which are not next to each other on your list. For example, in the above compare the final vowels in sefatê and setêmpê, selemô and setulô by pointing to them as you want them said; this enables you to control the listening situation to your advantage.

M-2

	Sëbëlisa lentsoe lëna polëlöng.		Use this word in a sentence.

* * * * * * * * *

"sesepa"	Sëbëlisa lentsoe lëna "sesepa" polëlöng.	soap	Use this word "soap" in a sentence.
"Sekhooa"	Sëbëlisa lentsoe lëna "Sekhooa" polëlöng.	English	Use this word "English" in a sentence.
"setulô"	Sëbëlisa lentsoe lëna "setulô" polëlöng.	chair	Use this word "chair" in a sentence.

C-3

S: (pointing to the word "sesepa" on the list)
Sëbëlisa lentsoe lëna polëlöng.

T: Batho ba-hlatsoa ka-sesepa. People wash with soap.

C-4

S: Sëbëlisa lentsoe lëna "Sekhooa" polëlöng.

T: Batho ba-Amërika ba-bua Sekhooa. The people of America speak English.

C-5

S: Sëbëlisa lentsoe lëna "setulô" polëlöng.

T: Mphê setulô, kẹ-batla ho-lula. Give me a chair, I want to sit.

C-6

S: Sëbëlisa lentsoe lëna "selemô" polëlöng.

T: Kẹ-rata nakô ea-selemô. I like spring time.

C-7

To the student: Before the beginning of class tomorrow learn the meaning of the following words by asking your Basotho teachers (out of class) to put them into sentences for you. You may also have need of these phrases as you pursue this task:

Ha̭-ke̱-utloisise.	I don't understand.
Pheta hapê.	Repeat (again).

jësi
mose
borikhoë
lebônê
masale
bêthê
lamunu

S: Sëbëlisa lentsoe lëna [ ] polëlöng.
T: [ ].

Cycle 61 I don't have any money.

M-1

chêlêtê	Ha̧-ke̲-na chêlêtê.	money	I don't have any money.
lethô	Ha̧-ke̲-na lethô.	something, anything	I don't have anything.
koae	Ha̧-ke̲-na koae.	tobacco/ cigarettes	I don't have any tobacco/ cigarettes.
lipömpöng	Ha̧-ke̲-na lipömpöng.	candy	I don't have any candy.
chôkô	Ha̧-ke̲-na chôkô.	chalk	I don't have any chalk.
jësi	Ha̧-ke̲-na jësi.	sweater	I don't have a sweater.

C-1

In order to practice the C-phrases of this cycle, give the students a variety of objects that they can place on the table in front of them and "possess" during this class period.

T:	[Bill], naa u-na le-[koae]?	[Bill], do you have [tobacco]?
[Bill]:	Chêê, ha̧-ke̲-na [koae].	No, I don't have [tobacco].

C-2

T:	[Susan], u-na le'ng?	[Susan], what do you have?
[Susan]:	Ha̧-ke̲-na lethô.	

C-3

T:	[John], u-na le'ng?
[John]:	Kȩ-na le-[koae].
T:	[Bill], naa u-na le-[koae]?
[Bill]:	Chêê, ha̧-ke̲-na [koae].
T:	U-na le'ng?
[Bill]:	Kȩ-na le-[lipömpöng] le-[chêlêtê].
T:	[John], naa u-na le-[lipömpöng]?
[John]:	Chêê, ha̧-ke̲-na [lipömpöng]?
T:	[Susan], u-na le'ng?
[Susan]:	Ha̧-ke̲-na lethô.

M-2

pênê	Kẹ-na-le pênê fêêla.	pen	I only have a pen.
khalase	Kẹ-na-le khalase fêêla.	glass	I only have a glass.
pêntšêlê	Kẹ-na-le pêntšêlê fêêla.	pencil	I only have a pencil.
chêlêtê	Kẹ-na-le chêlêtê fêêla.	money	I only have money.

C-4

A: Mphê [pênê].

B: Hạ-ke-na [pênê]. Kẹ-soabile. Kẹ-na le-[pêntšêlê] fêêla.

M-3

koae	Hạ-u-na koae.	tobacco/ cigarettes	You don't have any tobacco/cigarettes.
jësi	Hạ-u-na jësi.	sweater	You don't have a sweater.
lethô	Hạ-u-na lethô.	nothing	You don't have anything.
lipömpöng	Hạ-u-na lipömpöng.	candy	You don't have any candy.

C-5

A:	Ak'u mphê [koae].	
B:	Chêê, hạ-ke-na [koae].	No, I don't have [tobacco].
A:	Öö. Ak'u mphê [lipömpöng].	
B:	Chêê, hạ-ke-na [lipömpöng].	
A:	Hạ-u-na [koae]. Hạ-u-na [lipömpöng].	
	U-na le'ng fêêla?	Then what do you have?
B:	Hạ-ke-na lethô kannete.	
	Ak'u kopê [John].	Please ask [John].

Cycle 62 How is the milk?

M-1

lebese	Lebese le-joang?	milk	How is the milk?
letsoai	Letsoai le-joang?	salt	How is the salt?
lehapu	Lehapu le-joang?	watermelon	How is the watermelon?

M-2

monate	Lebese le-monate.	nice	The milk is nice.
chipi	Lebese le-chipi.	cheap	The milk is cheap.
turu	Lebese le-turu.	expensive, high-priced	The milk is high-priced.

C-1

A: U-noa'ng?
B: Kȩ-noa lebese.
A: Le-joang?
B: Le-[monate].

M-3

tsoekere	Tsoekere e-joang?	sugar	How is the sugar?
nama	Nama e-joang?	meat	How is the meat?
rëisi	Rëisi e-joang?	rice	How is the rice?
apolê	Apolê e-joang?	apple	How is the apple?

M-4

nama	Nama e-monate.	meat	The meat is nice.
rëisi	Rëisi e-monate.	rice	The rice is nice.
bôtôrô	Bôtôrô e-monate.	butter	The butter is nice.
apolê	Apolê e-monate	apple	The apple is nice.

C-2

A: U-ja'ng?
B: Kȩ-ja [nama].
A: E-joang?
B: E-monate.

C-3

A: Naa [nama] e-[turu]?

B: Ëë, [nama] e-[turu].

A: Naa [rëisi] e-[turu]?

B: Chêê, [rëisi] hạ-e̲-[turu]. E-[chipi].

C-4

A: Naa u-ja [rëisi]?

B: Ëë, kẹ-ja [rëisi].

A: E-joang?

B: E-monate.

C-5

A: [Nama] e-kae?

B: Ke̲-ëna.

A: E-joang?

B: E-monate.

C-6

A: Re-ja [rëisi] kajëno.

B: Re-ja [rëisi] kajëno?

A: Ëë.

B: E-joang?

A: E-monate.

B: Kẹa-bôna.

E-1

Teacher	Response	
lebese	Le-joang?	How is it?
tsoekere	E-joang?	How is it?
Thabô	O-joang?	How is he?
letsoai	Le-joang?	How is it?
lehe	Le-joang?	How is it?
rëisi	E-joang?	How is it?
apole	E-joang?	How is it?
Tšêpô	O-joang?	How is he?
Morêna	O-joang?	How is he?
sesepa	Se-joang?	How is it?

E-2

Teacher	Response
Naa nama e-turu?	Ê-ê, hḁ-e̲-turu.
Naa rëisi e-turu?	Ê-ê, hḁ-e̲-turu.
Naa bötörö e-turu?	Ê-ê, hḁ-e̲-turu.
Naa lebese le-turu?	Ê-ê, hḁ-le̲-turu.
Naa letsoai le-turu?	Ê-ê, hḁ-le̲-turu.
Naa köfi e-turu?	Ê-ê, hḁ-e̲-turu.
Naa lehapu le-turu?	Ê-ê, hḁ-le̲-turu.
Naa teë e-turu?	Ê-ê, hḁ-e̲-turu.

E-3

Teacher	Response	
nama	E-chipi.	It's cheap.
letsoai	Le-chipi.	It's cheap.
lebese	Le-chipi.	
koae	E-chipi.	
oache	E-chipi.	
rëisi	E-chipi.	
lefiêlô	Le-chipi.	
lebôkôsê	Le-chipi.	
êmêrê	E-chipi.	
sesepa	Se-chipi.	It's cheap.

Cycle 63 What's he wearing?

M-1

apëre	[John] o-apëre'ng?	wear	What's [John] wearing?
roëtse	[John] o-roëtse'ng?	wear	What's [John] wearing?
tšoëre	[John] o-tšoëre'ng?	hold	What's [John] holding?
tennë	[John] o-tennë'ng?	wear	What's [John] wearing?

M-2

baki	[John] o-apëre baki.	jacket	[John] is wearing a jacket.
jase	[John] o-apëre jase.	overcoat	[John] is wearing an overcoat.
jësi	[John] o-apëre jësi.	sweater	[John] is wearing a jersey.
hêmpê	[John] o-apëre hêmpê.	shirt	[John] is wearing a shirt.

C-1

A: [John] o-apëre'ng?
B: O-apëre [baki].
A: Naa o-apëre [jase] hapê? Is he also wearing [an overcoat]?
B: Ha̧-aa-apara [jase].

M-3

jësi	[Susan] o-apëre jësi.	sweater	[Susan] is wearing a sweater.
bolause	[Susan] o-apëre bolause.	blouse	[Susan] is wearing a blouse.
jase	[Susan] o-apëre jase.	overcoat	[Susan] is wearing an overcoat.
kobô	[Susan] o-apëre kobô.	blanket	[Susan] is wearing a blanket.
tjale	[Susan] o-apëre tjale.	shawl	[Susan] is wearing a shawl.

C-2

A: [Susan] o-apëre'ng?

B: O-apëre [bolause].

A: Naa o-apëre [tjale] hapê? — Is she also wearing a [shawl]?

B: Ê-ê, hą-a̲a̲-apara tjale.

M-4

katiba	[John] o-roëtse katiba.	hat	[John] is wearing a hat.
liêta	[John] o-roëtse liêta.	shoes	[John] is wearing shoes.
likausi	[John] o-roëtse likausi.	stockings	[John] is wearing stockings.
oache	[John] o-roëtse oache.	watch	[John] is wearing a watch.

C-3

A: [John] o-roëtse'ng?

B: O-roëtse likausi le-liêta.

A: O-roëtse'ng hapê? — What else is he wearing?

B: Hapê o-roëtse katiba le-oache. — He is also wearing a hat and a watch.

M-5

tuku	[Susan] o-roëtse tuku.	scarf	[Susan] is wearing a scarf.
liêta	[Susan] o-roëtse liêta.	shoes	[Susan] is wearing shoes.
likausi	[Susan] o-roëtse likausi.	stockings	[Susan] is wearing stockings.
masale	[Susan] o-roëtse masale.	earrings	[Susan] is wearing earrings.

C-4

A: [Susan] o-roëtse'ng?

B: O-roëtse [masale].

A: Naa [John] o-roëtse [masale]?

B: Ê-ê, hą-a̲a̲-roala [masale]. — He is not wearing [earrings].

Banna hą-b̲a̲-roale [masale]. — Men don't wear [earrings].

M-6

buka	O-tšoëre buka.	book	He's holding a book.
molamu	O-tšoëre molamu.	stick	He's holding a stick.
pêntšêlê	O-tšoëre pêntšêlê.	pencil	He's holding a pencil.
chôkô	O-tšoëre chôkô.	chalk	He's holding a chalk.
pampiri	O-tšoëre pampiri	paper	He's holding a paper.

C-5

A: U-tšoëre'ng?
B: Kȩ-tšoëre chôkô.
A: Naa [John] o-tšoëre chôkô?
B: Ê-ê ha̧-a̲a-tšoara [chôkô].

M-7

borikhoë	[John] o-tennë borikhoë.	pants	[John] is wearing pants.
sökisi	[John] o-tennë sökisi.	underpants	[John] is wearing underpants.

* * * * * * *

mose	[Susan] o-tennë mose.	dress	[Susan] is wearing a dress.
ônnôrôkô	[Susan] o-tennë ônnôrôkô.	petticoat	[Susan] is wearing a petticoat.

C-6

A:	U-tennë'ng?	
B:	Ke-tennë borikhoë.	
A:	Naa u-tennë mose?	
B:	Ê-ê, ha̧-ke̲a-tena mose.	No, I'm not wearing a dress.
	Banna ha̧-ba̲-tene mese.	Men don't wear dresses.

Cycle 64 There isn't any soap.

M-1

sesepa	Sesepa sa-Bill se-kae?	soap	Where is Bill's soap?
setêmpê	Setêmpê sa-Bill se-kae?	stamp	Where is Bill's stamp?
setulô	Setulô sa-Bill se-kae?	chair	Where is Bill's chair?
sekölö	Sekölö sa-Bill se-kae?	school	Where is Bill's school?

M-2

sesepa	Sesepa ha̡-se̲-eô.	soap	There's no soap (here).
setulô	Setulô ha̡-se̲-eô.	chair	There's no chair (here).
setêmpê	Setêmpê ha̡-se̲-eô.	stamp	There's no stamp (here).

C-1

A:	[Sesepa] sa-[Bill] se-kae?	Where is Bill's soap?
B:	Ha̡-se̲-eô.	It's not here.
A:	Se-kae?	Where is it?
B:	Ha̡-ke̲-tsebe.	

M-3

lebônê	Lebônê ha̡-le̲-eô.	lamp	The lamp is not here.
lebôkôsê	Lebôkôsê ha̡-le̲-eô.	box	The box is not here.
lehe	Lehe ha̡-le̲-eô.	egg	The egg is not here.

C-2

A:	[Lebônê] la-[Bill] le-kae?	Where is [Bill]'s [lamp]?
B:	Ha̡-le̲-eô.	It's not here.
A:	Le-kae?	Where is it?
C:	(finding it) Ke̲-lëna.	Here it is.
A:	Tanki.	

M-4

pênê	Pênê ha̡-e̲-eô.	pen	The pen isn't here.
lamunu	Lamunu ha̡-e̲-eô.	orange, lemon	The orange isn't here.
baki	Baki ha̡-e̲-eô.	jacket	The jacket isn't here.

C-3

A:	[Pênê] ea-[Bill] e-kae?	Where is [Bill]'s [pen]?
B:	Ha̧-e̲-eô.	It isn't here.
A:	E-kae?	Where is it?
B:	Ha̧-a̲-na [pênê].	He doesn't have a pen.

M-5

sesepa	Sesepa se-tëng.	soap	There is some soap (here).
setulô	Setulô se-tëng.	chair	There is a chair (here).
lebônê	Lebônê le-tëng.	lamp	There is a lamp (here).
lebôkôsê	Lebôkôsê le-tëng.	box	There is a box (here).
pênê	Pênê e-tëng.	pen	There is a pen (here).
baki	Baki e-tëng.	jacket	There is a jacket (here).

C-4

A:	Naa [sesepa se]-tëng?	Is there [some soap]?
B:	Chêê, [sesepa] ha̧-[se̲]-eô.	No, there's no [soap].
	Kȩ-soabile.	I'm sorry.
	Or: [Se]-tëng. Ke̲-[sëna].	There is, here it is.

C-5

T:	(noting an absence in the class)	
	[Ed] o-kae?	Where is [Ed]?
S:	Ha̧-a̲-eô.	He's not (here).

C-6

Thabô:	(calls out) [Mphô]!	
A:	U-bitsa nna, Thabô?	
Thabô:	Ha̧-ke̲-bitse uêna.	
A:	U-bitsa mang?	
Thabô:	Kȩ-bitsa [Mphô]. O-kae möö?	I'm calling [Mpho]. Where is she?
A:	Ha̧-a̲-eô möna.	She's not here.
Thabô:	Ŏö.	

E-1

Teacher	Response	
lebese	Lebese le-tëng.	There is milk.
letsoai	Letsoai le-tëng.	There is salt.
tsoekere	Tsoekere e-tëng.	There is sugar.
nama	Nama e-tëng.	There is meat.

E-2

Teacher	Response	
lebese	Lebese hḁ-l̲e̲-eô.	There is no milk.
letsoai	Letsoai hḁ-l̲e̲-eô.	There is no salt.
tsoekere	Tsoekere hḁ-e̲-eô.	There is no sugar.
nama	Nama hḁ-e̲-eô.	There is no meat.

E-3

Teacher	Response	
setulô	Se-tëng.	It's here.
lebese	Le-tëng.	It's here.
tsoekere	E-tëng.	It's here.
Thabô	O-tëng.	He is here.
nna	Ke̥-tëng.	I'm here.
sesepa	Se-tëng.	It's here.
setêmpê	Se-tëng.	It's here.

E-4

Teacher	Response	
setulô	Setulô hḁ-s̲e̲-eô.	There is no chair.
lebese	Lebese hḁ-l̲e̲-eô.	There is no milk.
tsoekere	Tsoekere hḁ-e̲-eô.	There is no sugar.
Thabô	Thabô hḁ-a̲-eô.	Thabo is not here.
sesepa	Sesepa hḁ-s̲e̲-eô.	There is no soap.
sebaka	Sebaka hḁ-s̲e̲-eô.	There is no place.

E-5

Teacher	Response	
setulô	Ke-sëna.	Here it is.
setêmpê	Ke-sëna.	Here it is.
sesepa	Ke-sëna.	Here it is.
setôfo	Ke-sëna.	Here it is.

E-6

Teacher	Response	
sesepa	Se-kae?	Where is the soap?
setôfo	Se-kae?	Where is the stove?
setêmpê	Se-kae?	Where is the stamp?
sebaka	Se-kae?	Where is the place?

Cycle 65 When is John going to town?

M-1

Warner Springs	O-ea "Warner Springs" neng?	Warner Springs	When is he/she going to Warner Springs?
mosëbëtsing	O-ea mosëbëtsing neng?	work	When is he/she going to work?

M-2

ka-8:00	O-ea "Warner Springs" ka-8:00.	at 8 o'clock	He's going to Warner Springs at 8 o'clock.
ka-1:00	O-ea "Warner Springs" ka-1:00.	at 1 o'clock	He's going to Warner Springs at 1 o'clock.
ka-Sontaha	O-ea "Warner Springs" ka-Sontaha.	on Sunday	He's going to Warner Springs on Sunday.
ka-Sateretaha	O-ea "Warner Springs" ka-Sateretaha.	on Saturday	He's going to Warner Springs on Saturday.
kamehla	O-ea "Warner Springs" kamehla.	every day	He goes to Warner Springs every day.
hosasa	O-ea "Warner Springs" hosasa.	tomorrow	He's going to Warner Springs tomorrow.

C-1

A: [John] o-ea [Warner Springs] neng?
B: O-ea [ka-8:00].

M-3

ja	Re-ja neng?	eat	When (on what schedule/ at what time) do we eat?
palama	Re-palama neng?	ride	When do we ride?
rôbala	Re-rôbala neng?	sleep	When do we go to bed?
tsoha	Re-tsoha neng?	get up	When do we get up?
kêna sekölö	Re-kêna sekölö neng?	go to school	When do we go to school?
kêna kêrêkê	Re-kêna kêrêkê neng?	go to church	When do we go to church?

C-2

A:	Re-ja neng?	When do we eat?
B:	Re-ja ka-7:00, ka-12:00, le-ka-6:00.	We eat at 7:00, 12:00, and 6:00.

C-3

A:	Re-rôbala neng?	When do we go to bed?
B:	Ka-10:00.	At 10:00.
A:	Re-tsoha neng?	When do we get up?
B:	Ka-6:00.	At 6:00.
A:	Re-palama neng?	When do we ride?
B:	Hôna joalë. Ha̲-rȩ-eëng.	Right now. Let's (pl) go.

C-4

A:	U-kêna kêrêkê neng?	When do you go to church?
B:	Ka-Sontaha.	On Sundays.

C-5

A:	U-kêna sekölö neng?	When do you go to school?
B:	Kȩ-kêna ka-Mmantaha, Laboraro, le-Labohlano.	I go to school on Mondays, Wednesdays and Fridays.

C-6

A:	U-ithuta Sesotho neng?	When do you study Sesotho?
B:	Kamehla.	Every day.

M-4

sekölö	Sekölö se-kêna neng?	school	When does school begin?
kêrêkê	Kêrêkê e-kêna neng?	church	When does church begin?

C-7

A:	Sekölö se-kêna neng?	When does school begin?
B:	Ka-8:00.	

M-5

kölöi	Kölöi e-tsamaea neng?	car, truck, bus	When is the bus leaving?
bese	Bese e-tsamaea neng?	bus	When is the bus leaving?
sefofane	Sefofane se-tsamaea neng?	airplane	When is the plane leaving?
Linêô	Linêô o-tsamaea neng?	Dineo	When is Dineo leaving?

C-8

A:	U-tsamaea neng?	
B:	Ke̥-tsamaea hosasa.	I'm going tomorrow.
A:	U-tsamaea ka'ng?	How are you going?
B:	Ka-bese.	By bus.
A:	E-tsamaea neng?	When does it go?
B:	Ka-8:00.	

M-6

neng?	Tankisô o-tla neng?	when?	When is Tankiso coming?
ka'ng?	Tankisô o-tla ka'ng?	how?	How is Tankiso coming?
le-mang?	Tankisô o-tla le-mang?	with whom?	With whom is Tankiso coming?

C-9

A:	Tankisô o-tla neng?	
B:	O-tla hosasa.	
A:	O-tla ka'ng?	
B:	Ka-pêrê.	
A:	O-tla le-mang?	
B:	Hḁ-ke̱-tsebe, empa ke̥-khôloa hore hḁ-a̱-tle le-motho.	I don't know, but I think that he's not coming with anybody.

Cycle 66 Candy!

M-1

chêlêtê	Chêlêtê hḁ-e̲-eô.	money	There isn't any money.
sesepa	Sesepa hḁ-se̲-eô.	soap	There isn't any soap.
letsoai	Letsoai hḁ-le̲-eô.	salt	There isn't any salt.
lipömpöng	Lipömpöng hḁ-li̲-eô.	candy	There isn't any candy.
lijô	Lijô hḁ-li̲-eô.	food	There isn't any food.
likobô	Likobô hḁ-li̲-eô.	blankets	There aren't any blankets.

C-1

Children: Lipömpöng! Mphê lipömpöng!
Ntatë, lipömpöng!
Volunteer: Hḁ-li̲-eô.
Or: Hḁ-ke̲ na lipömpöng.

C-2

Children: Chêlêtê! Mphê chêlêtê, ntatê!
Chêlêtê! Mphê chêlêtê!
Volunteer: Hḁ-e̲-eô.

M-2

sesepa	Se-tëng.	soap	There is some (soap).
chêlêtê	E-tëng.	money	There is some (money).
lengôlô	Le-tëng.	letter	There is one (letter).
lipömpöng	Li-tëng.	candy	There is some (candy).
lijô	Li-tëng.	food	There is some (food).
likobô	Li-tëng.	blankets	There are some (blankets).

C-3

Child:	Lipömpöng! Mphê lipömpöng!	
Volunteer:	Hḁ-li̲-eô.	
Child:	Li-tëng, ke̦a-tseba.	There is, I know.
	Mphê lipömpöng.	Give me some candy.
Volunteer:	Hḁ-li̲-eô kannete.	There isn't any, truly.

C-4

Children:	Lipömpöng! Mphê lipömpöng! Lipömpöng! Lipömpöng! Mphê lipömpöng!	
Volunteer:	Le-batla'ng?	What do you want?
Child:	Re-kopa lipömpöng, ntatê.	We are asking for candy, sir.
Volunteer:	Ha̧-ke̲-na lipömpöng. Or: Ha̧-li̲-eô.	
Child:	Mphê lipömpöng. Li-tëng, ke̦a-tseba.	
Volunteer:	Ha̧-li̲-eô kannete.	

C-5

A: Mphê [lipömpöng].

B: Ha̧-li̲-eô.

A: Mphê [chêlêtê].

B: Ha̧-e̲-eô.

A: Mphê [lebônê].

B: Ha̧-le̲-eô.

A: Mphê [sesepa].

B: Ha̧-se̲-eô.

C-6

S:	Mphê [tsoekere].	
Mophëhi:	Ha̧-e̲-eô.	There isn't any.
S:	E-tëng, ke̦a-tseba.	There is, I know.
Mophëhi:	E-tëng kae?	Where is it? (Lit. It exists where?)
S:	E-tëng ka-k'habotheng.	It is there in the cupboard.
Mophëhi:	(finds it) Nka, ke̲-ëna.	Take it, here it is.

Cycle 67 Why are you studying Sesotho?

M-1

hobane'ng?	U-ithuta Sesotho hobane'ng?	why	Why are you studying Sesotho?
kae?	U-ithuta Sesotho kae?	where	Where are you learning Sesotho?
neng?	U-ithuta Sesotho neng?	with whom	When do you study Sesotho?

M-2

hobane ke-ea Lesotho	Kę-ithuta Sesotho hobane ke-ea Lesotho.	because I'm going to Lesotho	I'm studying Sesotho because I'm going to Lesotho.
hôna möna	Kę-ithuta Sesotho hôna möna.	right here	I'm learning Sesotho right here.
kamehla	Kę-ithuta Sesotho kamehla.	every day	I study Sesotho every day.

C-1

A: U-ithuta Sesotho [hobane'ng] ?
B: Kę-ithuta Sesotho [hobane kę-ea Lesotho].
Or: [Hobane kę-ea Lesotho].

C-2

A: [John] o-ithuta Sesotho.
B: Kannete?
A: Kannete.
B: O-ithuta Sesotho hobane'ng?
A: Hobane o-ea Lesotho.
B: Ŏö, ke̱-hantlê.

C-3

A:	U-kêna sekölö kae?	Where do you attend school?
B:	Hą-ke̱-këne̱ sekölö.	I don't attend school.
A:	Hobane'ng?	Why (not)?
B:	Hobane kęa-sëbëtsa.	Because I'm working.

M-3

pampiri	U-rêka pampiri hobane'ng?	paper	Why are you buying paper?
pênê	U-rêka pênê hobane'ng?	pen	Why are you buying a pen?
ênkê	U-rêka ênkê hobane'ng?	ink	Why are you buying ink?

M-4

pampiri	Kȩ-rêka pampiri hobane kȩ-batla ho-ngôla lengôlô.	paper	I'm buying paper because I would like to write a letter.
pênê	Kȩ-rêka pênê hobane kȩ-batla ho-ngôla lengôlô.	pen	I'm buying a pen because I would like to write a letter.

C-4

A: U-rêka [pampiri] hobane'ng?

B: Kȩ-rêka [pampiri] hobane kȩ-batla ho-ngôla lengôlô.

C-5

A: Kȩ-batla ho-rêka [pênê].

B: Hobane'ng?

A: Hobane kȩ-batla ho-[ngôla].

B: [Pênê] ea-hao e-kae?

A: Ha̧-ke̲-na [pênê].

M-5

sesepa	Re-rêka sesepa hobane re-batla ho-hloekisa matlo a-rona.	soap	We are buying soap because we want to clean our rooms.
êmêrê	Re-rêka êmêrê hobane re-batla ho-hloekisa matlo a-rona.	bucket	We are buying a bucket because we want to clean our rooms.
lefiêlô	Re-rêka lefiêlô hobane re-batla ho-hloekisa matlo a-rona.	broom	We are buying a broom because we want to clean our rooms.

C-6

A: Le-rêka sesepa hobane'ng?

B: Hobane re-batla ho-hloekisa matlo a-rona.

E-1

The following exercise will provide additional practice in joining two sentences together with hobane. Practice them as follows:

T: Kę-ithuta Sesotho.
Kę-ea Lesotho.

S: Kę-ithuta Sesotho hobane kę-ea Lesotho.

T: (Verification) Kę-ithuta Sesotho hobane kę-ea Lesotho.

	Teacher		Response
1.	Kę-ithuta Sesotho. Kę-ea Lesotho.	1.	Kę-ithuta Sesotho hobane kę-ea Lesotho.
2.	Kę-ea k'hëfing. Kę-lapilë.	2.	Kę-ea k'hëfing hobane kę-lapilë.
3.	Kę-rêka pampiri. Kę-batla ho-ngôla lengôlô.	3.	Kę-rêka pampiri hobane kę-batla ho-ngôla lengôlô.
4.	Re-rêka sesepa. Re-batla ho-hloëkisa matlo.	4.	Re-rêka sesepa hobane re-batla ho-hloëkisa matlo.
5.	Re-rêka êmêrê. Re-batla ho-hloëkisa matlo.	5.	Re-rêka êmêrê hobane re-batla ho-hloëkisa matlo.
6.	Hą-ke̲-na koae. Hą-ke̲-na chêlêtê.		
7.	Hą-ke̲-na kölöi. Hą-ke̲-na chêlêtê.		
8.	John hą-a̲-na mose. Hą-se̲-mosali.		
9.	Susan hą-a̲-na hêmpê. Hą-se̲-monna.		
10.	Bill hą-a̲-eô. Oa-kula.		

Cycle 68 What are you going to do tomorrow?

To the instructor: Introduce the use of "tla" to indicate future actions by means of the following demonstration:

T: Talimang. Kę-tla bula monyakô.
(Then opens the door saying)
Kę-bula monyakô.
Kę-tla koala monyakô.
(Then closes the door, saying)
Kę-koala monyakô.

Repeat the same series of actions and statements using a letter (lengôlô) and a purse (mokotlana).

M-1

monyakô	Kę-tla bula monyakô.	door	I'm going to open the door.
lengôlô	Kę-tla bula lengôlô.	letter	I'm going to open the letter.
mokötlana	Kę-tla bula mokötlana.	purse	I'm going to open the purse.

M-2

To the instructor: Give the sentences in the left-hand column, and have the students respond with the sentences in the right-hand column.

Kę-bula monyakô.	Kę-tla bula monyakô.
Kę-bula lengôlô.	Kę-tla bula lengôlô.
Kę-bula mokötlana.	Kę-tla bula mokötlana.
Kę-koala monyakô.	Kę-tla koala monyakô.
Kę-koala lengôlô.	Kę-tla koala lengôlô.
Kę-koala mokötlana.	Kę-tla koala mokötlana.

C-1

S: (as a monologue, performing the appropriate actions)
Kę-tla bula [monyakô]. Kę-bula [monyakô].
Kę-tla koala [monyakô]. Kę-koala [monyakô].

M-3

phêha	Naa u-tla phêha rëisi hosasa?	cook	Are you going to cook rice tomorrow?
palama	Naa u̲-tla palama hosasa?	ride	Are you going to ride tomorrow?

C-2

A: Naa u-tla [phêha rëisi] hosasa?

B: Ëë, kȩ-tla [phêha rëisi] hosasa.

C-3

A: U-tla ëtsa joang hosasa?

B: Kȩ-tla [palama] hosasa.

Or: Ha̧-ke̲-tsebe.

M-4

pêrê	Kȩ-batla ho-palama pêrê.	horse	I would like to ride a horse.
kölöi	Kȩ-batla ho-palama kölöi.	car	I would like to travel by car.
baesekele	Kȩ-batla ho-palama baesekele.	bicycle	I would like to ride a bicycle.

M-5

palama	Kȩ-tla palama pêrê.	ride	I'll ride a horse.
rêka	Kȩ-tla rêka pêrê.	buy	I'll buy a horse.
fêpa	Kȩ-tla fêpa pêrê.	feed	I'll feed the horse.

C-4

A:	Kȩ-batla ho-palama pêrê.	
B:	U-na le-[pêrê]?	
A:	[Chêê], ha̧-ke̲-na [pêrê].	
B:	Joalë u-tla palama pêrê ea-mang?	Then whose horse will you ride?
A:	Kȩ-tla rêka [pêrê].	
B:	Uêna ha̧-u̲-na chêlêtê.	You, you don't have any money.
A:	Kȩ-na le-chêlêtê.	I have money.
	Kȩa-sëbëtsa. Ha̧-u̲- tsebe?	I'm working. Don't you know?
B:	Öö. Ke̲-hantlê	

Use picture number 2 for the following.

Mö̈na re-bôna mosali oa-Mosotho.	Here we see a Mosotho woman.
O-kantlê. O-sila pööne kapa mabêlê, hą-re̲-böne hantlê.	She is outside. She is grinding corn or sorghum, we can't see well.
O-ëtsa phofo. O-tla phêha lijô.	She is making flour. She will cook food.
Mosali o-pëpilë ngoana.	The woman is carrying a child.
O-mo-tlammë ka-kobô. Mme o-roëtse tuku.	She has tied him with a blanket. And she is wearing a head-scarf.
Hą-a̲a̲-roala liêta.	She isn't wearing shoes.
O-sila leloalëng, kantlê.	She is grinding on a millstone outside.
Leloala le-pela ntlo.	The millstone is near the house.
O-tsoëre tšilô.	She is grasping the grinding stone.
Q-1	
T: U-bôna mang?	Who do you see?
S: Hą-ke̲-mo-tsebe, fëêla kę-bôna hore ke̲-mosali oa-Mosotho.	I don't know her, but I see that she is a Mosotho woman.
Q-2	
T: O-ëtsa joang?	What is she doing?
S: Oa-sila.	She is grinding.
Q-3	
T: O-sila kae?	Where is she grinding?
S: O-sila leloalëng, pela ntlo, kantlê.	She is grinding outside on a millstone near the house.
Q-4	
T: O-sila eng?	What is she grinding?
S: Kęa-khôloa ke̲-pööne kapa mabêlê.	I think it is corn or sorghum.
Hą-ke̲-böne hantlê.	I don't see (it) well.

Q-5

T:	Mosali o-pëpilë'ng?	What is the woman carrying?
S:	O-pëpilë ngoana.	She's carrying a child.

Q-6

T:	O-mo-tlammë ka'ng?	With what has she tied him?
S:	O-mo-tlammë ka-kobô.	She has tied him with a blanket.
	Or: Ka-kobô.	With a blanket.

Q-7

T:	O-roëtse'ng?	
S:	O-roëtse tuku.	

Q-8

T:	Naa o-roëtse liêta?	
S:	Chê͡ê, ha̧-a̲a-roala liêta.	No, she's not wearing shoes.

Q-9

T:	O-tšoëre'ng?	What is she grasping?
S:	O-tšoëre tšilô.	She's grasping a grinding stone.

Q-10

T:	U-böna'ng möo?	What do you see here?
S:	[ ].	

Cycle 70 I don't know him.

M-1

tseba	Naa u-tseba Têllô?	know	Do you know Tello?
thusa	Naa u-thusa Mary?	help	Are you helping Mary?
ruta	Naa u-ruta Lisêbô?	teach	Are you teaching Disebo?

M-2

tseba	Ëë, kẹa-mo-tseba.	know	Yes, I know him.
thusa	Ëë, kẹa-mo-thusa.	help	Yes, I'm helping her.
ruta	Ëë, kẹa-mo-ruta.	teach	Yes, I'm teaching her.

C-1

A:	Naa u-tseba [Têllô]?	
B:	Ëë, kẹa-mo-tseba.	
	Or: Ê-ê, hạ-ke̱-mo-tsebe.	No, I don't know him.

C-2

A:	Naa ua-mo-tseba?	Do you know him?
B:	Mang?	Who
	Or: Kẹ-tseba mang?	Do I know who?
A:	Têllô?	
B:	Ëë, kẹa-mo-tseba.	
	Or: Chêê, hạ-ke̱-mo-tsebe.	

M-3

setulô	Mo-fê setulô.	chair	Give him a chair.
lijô	Mo-fê lijô.	food	Give him some food.
jësi	Mo-fê jësi.	sweater	Give him a sweater.

* * * * * * * * * *

pênê	Mo-kalimê pênê.	pen	Lend him a pen.
kobô	Mo-kalimê kobô.	blanket	Lend him a blanket.
jase	Mo-kalimê jase.	overcoat	Lend him an overcoat.

* * * * * * * * * *

Sekhooa	Mo-rutê Sekhooa.	English	Teach her English.
Seburu	Mo-rutê Seburu.	Afrikaans	Teach her Afrikaans.
Sefora	Mo-rutê Sefora.	French	Teach her French.

C-3

T: [John], [Susan] o-batla ho-lula.
Mo-fê setulô.
[John]: Ho-lokilë. Ke̲-sëna. Okay. Here it is.

C-4

T: [John], [Susan] o-batla ho-ngôla.
Mo-kalimê pênê.
S: Hḁ-ke̲-na pênê.

C-5

T: [Susan], [Bill] o-lapilë.
Mo-fê lijô.
S: Lijô hḁ-li̲-eô. There's no food.

M-4

kopa	U-tla mo-kopa ho-ëtsa joang?	beg, ask	What are you going to ask her to do?
ruta	U-tla mo-ruta ho-ëtsa joang?	teach	What are you going to teach her to do?

M-5

sala	Ke̥-tla mo-kopa ho-sala le-rona.	stay	I'm going to ask her to stay with us.
bapala	Ke̥-tla mo-kopa ho-bapala le-rona.	play	I'm going to ask her to play with us.
lula	Ke̥-tla mo-kopa ho-lula le-rona.	live	I'm going to ask her to live with us.

C-6

A: U-tla mo-kopa ho-ëtsa joang?
B: Ke̥-tla mo-kopa ho-sala le-rona.

C-7

A: [John] o-batla ho-palama.
Naa u-tla mo-kalima pêrê ea-hao?
B: Ëë, ke̥-tla mo-kalima pêrê ea-ka.

Cycle 71 A PCV meets a Mosotho in Lesotho

Review briefly cycles 2, 6, 8, 28, 1, 37, 20, 24, and 4 in preparation for this dialogue.

Volunteer:	Khôtsô ntatë.	
Mosotho:	Ëë, ntatë.	
Volunteer:	U-phela joang?	
Mosotho:	Kę-phela hantlê. Uêna u-phela joang?	
Volunteer:	Kę-phela hantlê.	
Mosotho:	U-tsoa kae?	
Volunteer:	Kę-tsoa Masëru.	
Mosotho:	Öö, joalë u-ea kae?	
Volunteer:	Kę-ea Rôma.	
Mosotho:	Öö, u-sëbëtsa Masëru?	
Volunteer:	Ê-ê, hą-ke̲-sëbëtse tëng.	
Mosotho:	U-sëbëtsa kae?	
Volunteer:	Kę-sëbëtsa Rôma.	
Mosotho:	Öö, kęa-bôna. Joalë lebitsô la-hao u-mang?	
Volunteer:	Lebitsô la-ka kę-[John]. Or: Kę-[John]. Kę-moithaopi oa-Amërika.	
Mosotho:	Ao! U-moithaopi oa-Amërika?	
Volunteer:	Ëë.	
Mosotho:	Kęa-bôna. Joalë u-ithutilë Sesotho kae?	I see. Where did you study Sesotho? (lit: Where have you studied Sesotho?)
Volunteer:	Kę-ithutilë sôna Amërika, fêêla hą-ke̲ se-tsebe hantlê.	I studied it in America, only I don't know it well.
	Kę-batla ho-ithuta sôna hantlê.	I want to learn it well.
Mosotho:	Joalë u-tla se-tseba haholo.	Then you will know it very much.
Volunteer:	Joalë uêna u-mang, ntatë?	Then you, who are you, sir?
Mosotho:	Lebitsô la-ka kę-[Tau].	
Volunteer:	U-hahilë kae?	Where do you live? (lit: You have built where?)
Mosotho:	Kę-hahilë Morija.	I live in Morija.

Volunteer:	U-sëbëtsa kae?	
Mosotho:	Kę-sëbëtsa hôna tëng.	I work right there.
Volunteer:	Öö. U-sëbëtsa'ng?	Oh. What do you do?
Mosotho:	Kę-sëbëtsa pösöng.	I work at the post office.
Volunteer:	Joalë u-ea kae?	Now where are you going?
Mosotho:	Kę-ea Thaba-Bosiu.	
Volunteer:	Öö.	
Mosotho:	Naa ua-rata Lesotho möo?	Do you like it here in Lesotho?
Volunteer:	Ëë, kęa-rata, fêêla hoa-bata.	Yes, I like it, only it is cold.
Mosotho:	Ëë. Ua-utloa hore hoa-bata hôna kajëno?	Yes. Do you feel that it is cold today (this very day)?
Volunteer:	Ëë.	
Mosotho:	Ke̲-hantlê. Kę-khôloa hore kę-tla u-bôna hapê. Sala hantlê.	Okay. I think that I'll see you again.
Volunteer:	Kęa-lëboha. Tsamaea hantlê.	

M-1

ithuta	U-ithutilë Sesotho kae?	learn	Where di' you learn Sesotho?
ruta	U-rutilë Sesotho kae?	teach	Where did you teach Sesotho?
bua	U-builë Sesotho kae?	speak	Where did you speak Sesotho?

M-2

ithuta	Kę-ithutilë sôna Amërika.	I learned it in America.
ruta	Kę-se-rutilë Amërika.	I taught it in America.
bua	Kę-se-builë Amërika.	I spoke it in America.

C-1

A: U-[ithutilë] Sesotho kae?
B: Kę-[ithutilë] sôna Amërika.

M-3

hahilë	Kę-hahilë Morija.	have built	I live in Morija.
lula	Kę-lula Morija.	stay, live	I live in Morija.
phela	Kę-phela Morija.	live	I live in Morija.
sëbëtsa	Kę-sëbëtsa Morija.	work	I work in Morija.

C-2

A: U-hahilë kae?

B: Kę-hahilë [Morija].

M-4

sepetlele	O-ilë sepetlele.	hospital	She's gone to the hospital.
töröpöng	O-ilë töröpöng.	town	She's gone to town.
thabëng	O-ilë thabëng.	mountain	She's gone to the mountain.
öfising	O-ilë öfising.	office	She's gone to the office.

C-3

T:	[Susan] o-kae?	
S:	O-ilë sepetlele.	
	Oa-kula.	
T:	O-ilë neng?	When did she go?
S:	Maobane.	Yesterday.

C-4

T: [Ed] o-kae?

S: Hą-a-eô.

T: O-ilë kae?

S: O-ilë töröpöng.

Cycle 72 I'm going to the store to buy a shirt.

M-1

lebënkëlëng	U-il'ö rêka'ng lebënkëlëng?	at the store	What are you going to the store to buy?
k'hëfing	U-il'ö rêka'ng k'hëfing?	at the cafe	What are you going to the cafe to buy?
mmarakëng	U-il'ö rêka'ng mmarakëng?	at the market	What are you going to the market to buy?

M-2

phofo	Kȩ-il'ö rêka phofo lebënkëlëng.	flour	I'm going to the store to buy flour.
koae	Kȩ-il'ö rêka koae lebënkëlëng.	tobacco/ cigarettes	I'm going to the store to buy tobacco/ cigarettes.
hêmpê	Kȩ-il'ö rêka hêmpê lebënkëlëng.	shirt	I'm going to the store to buy a shirt.

C-1

A: U-il'ö rêka'ng [lebënkëlëng]?

B: Kȩ-il'ö rêka [phofo].

M-3

pôsô	U-il'ö ëtsa'ng pösöng?	post office	What are you going to do at the post office? (You are going to the post office to do what?)
[Masëru]	U-il'ö ëtsa'ng [Masëru]?	[Maseru]	What are you going to do at [Maseru]?
k'hëfi	U-il'ö ëtsa'ng k'hëfing?	cafe	What are you going to do at the cafe?

M-4

lata	Kȩ-il'ö lata lengôlô pösöng.	fetch	I'm going to the post office to fetch a letter.
rêka	Kȩ-il'ö rêka setêmpê.	buy	I'm going (somewhere) to buy a stamp.
bua	Kȩ-il'ö bua le-motsoallê oa-ka.	speak	I'm going (somewhere) to speak with my friend.

C-2

A: U-il'ö ëtsa'ng [pösöng]?
B: Kȩ-il'ö [lata lengôlô].

C-3

A and B: GREETINGS EXCHANGE.
A: U-ea kae?
B: [Lebënkëlëng].
A: U-il'ö ëtsa'ng?
Or: U-il'ö ëtsa joang?
B: Kȩ-il'ö rêka [hêmpê].

C-4

A:	Naa u-tseba [John]?	
B:	Ëë.	
A:	O-ea [Lesotho].	
B:	Ao! O-ea Lesotho? O-il'ö ëtsa joang?	Really? He's going to Lesotho? What is he going (there) to do?
A:	O-il'ö [phela tëng].	
B:	Öö. O-tsamaea neng?	Oh. When is he going?
A:	Ka-Mmantaha.	

C-5

A:	U-il'ö etsa'ng [lebënkëlëng]?	
B:	Kȩ-il'ö rêka [koae].	
A:	U-tla rêka [hêmpê] neng?	When will you buy a [shirt]?
B:	Kȩ-tla rêka [hêmpê] hosasa.	I'll buy a [shirt] tomorrow.

Cycle 73 What kind of work do you want?

M-1

mosëbëtsi	U-batla mosëbëtsi oa-mofuta ofe?	work	What kind of work do you want?
lebênkêlê	U-batla lebênkêlê la-mofuta ofe?	store	What kind of store do you want?
sesepa	U-batla sesepa sa-mofuta ofe?	soap	What kind of soap do you want?

M-2

kicheneng	Kȩ-batla mosëbëtsi oa-kicheneng.	kitchen	I want work in the kitchen.
jareteng	Kȩ-batla mosëbëtsi oa-jareteng.	garden	I want work in the garden.
öfising	Kȩ-batla mosëbëtsi oa-öfising.	office	I want office work.

C-1

A: U-batla mosëbëtsi oa-mofuta ofe?
B: Kȩ-batla mosëbëtsi oa-[kicheneng].

M-3

"Sunlight"	Kȩ-batla sesepa sa-"Sunlight".	Sunlight	I want (a bar of) "Sunlight" soap.
"Blue Surf"	Kȩ-batla sesepa sa-"Blue Surf".	Blue Surf	I want "Blue Surf" (washing) soap.
"Palmolive"	Kȩ-batla sesepa sa-"Palmolive".	Palmolive	I want (a bar of) "Palmolive" soap.

C-2

A: U-batla sesepa sa-mofuta ofe?
B: Kȩ-batla sesepa sa-["Sunlight"].
Or: Sa-["Sunlight"].

M-4

ho-phêha	U-tseba ho-phêha?	to cook	Can you cook?
ho-hlatsoa	U-tseba ho-hlatsoa?	to wash	Can you wash?
ho-ngôla hantlê	U-tseba ho-ngôla hantlê?	to write well	Can you write legibly?
ho-bua Sekhooa	U-tseba ho-bua Sekhooa?	to speak English	Can you speak English?
ho-lema jareteng	U-tseba ho-lema jareteng?	to dig in the garden	Can you dig in the garden?

C-3

A: Kȩ-batla mosëbëtsi.

B: U-batla mosëbëtsi oa-mofuta ofe?

A: Kȩ-batla mosëbëtsi fêêla.

B: U-tseba ho-[phêha]?

A: Chêê, ha̧-ke̲-tsebe̲.

Or: Ëë, kȩa-tseba.

B: U-tseba ho-[hlatsoa]?

A: Chêê, ha̧-ke̲-tsebe̲.

Or: Ëë, kȩa-tseba.

B: Kȩ-soabile. Ha̧-ke̲-na mosëbëtsi. I'm sorry. I don't have work.

M-5

phôôfôlô	Ke̲-phôôfôlô ea-mofuta ofe?	animal	What kind of animal is it?
sesepa	Ke̲-sesepa sa-mofuta ofe?	soap	What brand of soap is it?
mosëbëtsi	Ke̲-mosëbëtsi oa-mofuta ofe?	work	What kind of work is it?

C-4

A: Ke̲-[phôôfôlô] ea-mofuta ofe?

B: Ke̲-[nku]. It's a sheep.

M-6

sesepa	Ke̲-sa-["Sunlight"].	soap	It's "Sunlight" soap.
mosëbëtsi	Ke̲-oa-[kicheneng]. Or: Ke̲-mosëbëtsi oa-[kicheneng].	a job, work	It's (work) in the kitchen.

C-5

A:	Kȩ-batla ho-hlatsoa.	
	Sesepa se-kae?	Where is some soap?
B:	Hą̧-se̲-eô. Kopa [Susan].	There isn't any. Ask [Susan].
	O-na le-sesepa.	She has soap.
A:	Ke̲-sa-mofuta ofe?	What kind is it?
B:	Kȩ-khôloa hore ke̲-sa-["Sunlight"].	I think it is ["Sunlight"].
A:	Kȩa-lebôha. Kȩ-tla se-kopa.	Thank you. I'll go ask for it.

C-6

A:	[Thêkô] o-kae?	
B:	Oa-sëbëtsa.	
A:	Ao! Oa-sëbëtsa?	
	O - sëbëtsa kae?	
B:	[Masëru].	
A:	Ke̲-mosëbëtsi oa-mofuta ofe?	What kind of work is it?
B:	Ke̲-mosëbëtsi oa-[jareteng].	It's [gardening].
A:	Ö̆ö. Ke̲-hantlê.	

Cycle 74 I don't see it.

M-1

letsoai	Kę-il'ö le-rêka.	salt	I'll go buy some.
sesepa	Kę-il'ö se-rêka.	soap	I'll go buy some.
lebônê	Kę-il'ö le-rêka.	candle	I'll go buy one.
setêmpê	Kę-il'ö se-rêka.	stamp	I'll go buy one.

C-1

A:	Naa [letsoai le]-tëng?	Is there [some salt]?
B:	Chêê, hą-[le]-eô, fêêla kę-il'ö [le]-rêka.	No there isn't any, but I'll go buy some.
A:	Neng?	When?
B:	Hôna joalë.	Right away.

M-2

letsoai	Kę-tla le-rêka.	salt	I'll buy some.
sesepa	Kę-tla se-rêka.	soap	I'll buy some.
lebônê	Kę-tla le-rêka.	candle	I'll buy one.
setêmpê	Kę-tla se-rêka.	stamp	I'll buy one.

C-2

A:	U-ngôla'ng, [Tebohô]?	
B:	Kę-ngôla lengôlô.	
A:	U-na le-setêmpê?	Do you have a stamp?
B:	Hą-se-eô, fêêla kę-tla se-rêka.	There isn't any, but I'll buy one.
A:	U-tla se-rêka kae?	Where will you buy it?
B:	Kę-tla se-rêka pösöng.	I'll buy it at the post office.

C-3

A:	U-phêha'ng?	
B:	Kę-phêha [rëisi].	
A:	U-na le-letsoai?	
B:	Hą-le-eô, fêêla kę-tla le-rêka.	
A:	U-tla le-rêka neng?	When will you buy it?
B:	Kę-tla le-rêka hôna joalë.	I'll buy it right away.

C-4

Mosotho:	Naa batho ba-Amërika ba-noa lebese?	Do the people of America drink milk?
Volunteer:	Ëë, ba-le-noa haholo.	Yes, they drink it a lot.
Mosotho:	Naa le-uêna ua-le-noa?	Do you also drink milk?
Volunteer:	Ê-ê, nna ha̧-ke̲-le-noe.	No, I don't drink it.

C-5

A:	Naa [sesepa] se-tëng, [Lisêbô]?	Is there any [soap], [Disebo]?
B:	Chêê [mmê], ha̧-se̲-eô.	No ma'm, there isn't any.
A:	Naa u-tla se-rêka?	Will you buy some?
B:	Ëë, kȩ-il'ö se-rêka hôna joalë.	
Or:	Kȩ-tla se-rêka hosasa.	

C-6

A:	Tlisa [setêmpê], [Lisêbô].	Bring a [stamp], [Disebo].
B:	Ha̧-ke̲-se-böne.	I don't see it.
A:	[Setêmpê] se-tëng tafolëng.	There is a [stamp] on the table.
Or:	Se-tëng tafolëng.	
B:	Öö, kȩa-se-bôna. Kȩ-sëna.	Oh, I see it. Here it is.

C-7

A:	Utloa! Ke̲'ng hö̲ö̲?	Listen! What's that?
B:	Ke̲-sefofane.	It's an airplane.
A:	Se-kae?	Where is it?
B:	Ha̧-ke̲-se-böne.	I don't see it.

C-8

A:	Lebitsô la-hao ha̧-le-eô pampiring. Naa u-tla le-ngôla?	Your name isn't on the paper. Will you write it?
B:	Ëë, kȩ-tla le-ngôla.	

Cycle 75 Who are you working with? What are you working with?

M-1

le-Thabô	Kę-sëbëtsa le-Thabô.	with Thabo	I work with Thabo.
ka-mohoma	Kę-sëbëtsa ka-mohoma.	with a hoe	I work with a hoe.

C-1

A:	U-sëbëtsa le-mang?	Who do you work with?
B:	Le-[Thabô].	With Thabo.
A:	U-sëbëtsa ka'ng?	What do you work with?
B:	Ka-[mohoma].	With a hoe.

C-2

A:	U-tsamaea le-mang?	Who are you going with?
B:	Le-[Thabô].	
A:	Le-tsamaea ka'ng?	How are you going?
B:	Re-tsamaea ka-[bese].	We are going by [bus].

C-3

A:	U-ja lehapu ka'ng?	How do you eat a watermelon?
	Ka-thipa kapa ka-ferekô?	With a knife or a fork?
B:	Ê-ê, kę-le-ja ka-letsôhô.	No, I eat it with (my) hand.

M-2

ka-chôkô	U-ëtsa'ng ka-chôkô?	with chalk	What do you do with chalk?
ka-ênkê	U-ëtsa'ng ka-ênkê?	with ink	What do you do with ink?
ka-ferekô	U-ëtsa'ng ka-ferekô?	with a fork	What do you do with a fork?
ka-chêlêtê	U-ëtsa'ng ka-chêlêtê?	with money	What do you do with money?

M-3

ngôla	Kę-ngôla ka-eôna.	write	I write with it.
ja	Kę-ja ka-eôna.	eat	I eat with it.
rêka	Kę-rêka ka-eôna.	buy	I buy with it.

C-4

A: U-ëtsa'ng ka-[ênkê]?

B: Kȩ-ngôla ka-eôna.

C-5

A: U-hlatsoa ka-sesepa sa-mofuta ofe? What kind of soap do you wash with?

B: Kȩ-hlatsoa ka-["Blue Surf"].

TO THE STUDENT:

Sesotho nouns (cf cycle 59) are grouped into six classes according to their singular and plural prefixes:

1.	[mo·NOUN]	Mosotho	[ba·NOUN]	Basotho	Mosotho, Basotho
2.	[mo·NOUN]	molamu	[me·NOUN]	melamu	stick, sticks
3.	[le·NOUN]	leoto	[ma·NOUN]	maoto	foot, feet
4.	[se·NOUN]	sejana	[li·NOUN]	lijana	dish, dishes
5.	[N̸·NOUN]	nku	[liN̸·NOUN]	linku	sheep, sheep
6.	[bo·NOUN]	bosiu	[ma·NOUN]	masiu	night, nights

E-1

Practice converting singular nouns into their equivalent plural. Use additional nouns from the summary list at the end of this cycle.

	Teacher	Response
1.	Mosotho	Basotho
	mosali	basali
	monna	banna
	[mo]	[ba]
4.	sejana	lijana
	sefatê	lifatê
	setulô	litulô
	[se]	[li]
5.	nku	linku
	nthô	linthô
	ntja	lintja
	nnete	linnete
	pêrê	lipêrê
	khömo	likhömo
	buka	libuka
	kobô	likobô
	[n̸]	[lin̸]
2.	molamu	melamu
	monyakô	menyakô
	mosëbëtsi	mesëbëtsi
	[mo]	[me]

3.	leoto	maoto
	letsatsi	matsatsi
	lebitsô	mabitsô
	[le]	[ma]
6.	bosiu	masiu
	bohôbê	mahôbê

(Most of the members of class six are abstract nouns which usually occur only in the singular.)

E-2

Do E-1 with the singular nouns given in random order rather than according to class.

Teacher	Response
molamu	melamu
mosali	basali
sejana	lijana
monna	banna
pêrê	lipêrê
etc.	etc.

E-3

Practice converting plural nouns into their equivalent singulars, first by classes (as in E-1), then in random order (as in E-2).

In the following set of examples observe that the form of the subject pronoun is the same as that of the prefix of the noun to which it refers:

Singular

3. [le·NOUN] le-________

Lehe le-lokilë.	The egg is ready.
Lehe le-kae?	Where is the egg?

4. [se·NOUN] se-________

Sejana se-lokilë.	The dish is ready.
Sejana se-kae?	Where is the dish?

6. [bo·NOUN] bo-________

Bohôbê bo-lokilë.	The bread is ready.
Bohôbê bo-kae?	Where is the bread?

Plural

1. [ba·NOUN] ba-______	
Basotho ba-lokilë.	The Basotho are ready.
Basotho ba-kae?	Where are the Basotho?
4. [li·NOUN] li-______	
Lijana li-lokilë.	The dishes are ready.
Lijana li-kae?	Where are the dishes?
5. [liN̸·NOUN] li-______	
Linthô li-lokilë.	The things are ready.
Linthô li-kae?	Where are the things?
Lipêrê li-lokilë.	The horses are ready.
Lipêrê li-kae?	Where are the horses?

This kind of agreement between the subject pronoun and the noun to which it refers is called "concord." We call this set of subject pronouns the "subject concords," or the "SC."

E-4

Practice associating the form of the SC (subject concord) with the noun to which it refers, using additional nouns (for the classes above) from the list at the end of this cycle.

Teacher	Response
lehe	Lehe le-lokilë. Or: Lehe le-kae?
sejana	Sejana se-lokilë. Or: Sejana se-kae?
[ ]	[ ] lokilë. Or: [ ] kae?

In the following set of examples observe that the form of the subject pronoun is the same as that of the noun prefix, except that /m/ is omitted:

Singular

1. [mo·NOUN] o-______

Mosotho o-lokilë.

Mosotho o-kae?

2. [mo·NOUN] o-______

Molamu o-lokilë.

Molamu o-kae?

Plural

2. [me.NOUN] e-_______

Melamu e-lokilë.

Melamu e-kae?

3. [ma.NOUN] a-________

Mabônê a-lokilë.

Mabônê a-kae?

6. [ma.NOUN] a-________

Mahôbê a-lokilë	The loaves are ready.
Mahôbê a-kae?	Where are the loaves?

E-5

Practice associating the SC (subject concord) with nouns from the classes above, using additional nouns from the list at the end of this cycle.

Teacher	Response
Mosotho	Mosotho o-lokilë. Or: Mosotho o-kae?
mabônê	Mabônê a-lokilë. Or: Mabônê a-kae?
[ ]	[ ] lokilë. Or: [ ] kae?

Only one of the SC's is completely unlike the prefix of the noun to which it refers:

Singular

5. [N̸.NOUN] e-_______

Nthô e-lokilë.	The thing is ready.
Nthô e-kae?	Where is the thing?
Pêrê e-lokilë.	The horse is ready.
Pêrê e-kae?	Where is the horse?

This class has more useful words than any of the other classes (as you can easily see from the number of words in this class which you've already learned). Hence it will be especially useful to learn this SC well. You have already used this SC in certain situations (cycles 58, 62, 64, 66).

E-6

Practice identifying the nouns in the [N̸-NOUN] class and associating the SC "e-" with them. Use nouns from the list at the end of this cycle.

Teacher	Response
nthô	Nthô e-lokilë.
	Or: Nthô e-kae?
	Or: Nthô e-joang?
	Or: Nthô e-tëng?
[ ]	[ ] lokilë.
	Or: [ ] kae?
	Or: [ ] joang?
	Or: [ ] tëng?

E-7

Test your ability to associate the correct SC with the nouns to which they refer by responding to items from E-4, E-5, and E-6 at random.

Teacher	Response
sejana	Sejana se-lokilë.
mabônê	Mabônê a-kae?
pêrê	Pêrê e-tëng?
[ ]	[ ]

Noun Classes

(Cycles 1 - 76)

The following is a summary of the nouns used thus far. The number of the cycle where a noun was first used is indicated. A dash indicates that there is no singular or no plural. Singulars and plurals are not always in the same class; for example, morêna (class 1), marêna (class 3). These shifts are indicated in parentheses.

Class 1

[mo·NOUN]	[ba·NOUN]
Mosotho	Basotho
motsoallê 20	(metsoallê cl 2)
mookamëli 27	baokamëli 49
moithaopi 37	baithaopi 45
moroëtsana 47	baroëtsana 45
mohlankana 47	bahlankana 45
monna 47	banna
mosali 47	basali
morêna 59	(marêna cl 3)
motho 59	batho 47
Mosotho 55	Basotho 47
moruti 53	baruti
molemi 53	balemi
mokhanni 53	bakhanni
morutuoa 53	barutuoa
moholo 53	baholo
ngoana 69	bana 56
mophëhi 58	baphëhi

Class 1a

(Class 1 has a small sub-group of nouns which take no prefix in the singular ("Ø") and which have bö= as the plural prefix. But otherwise they behave like the rest of the nouns in Class 1:

Mmê o-kae?

Bö=ntatë ba-kae?)

[Ø·NOUN]	[bö·NOUN]
ntatë	bö=ntatë
mmê 2	bö=mmê 10
ntatë 2	bö=ntatë 10

Class 2	[mo·NOUN]	[me·NOUN]
	molamu	melamu
	motse 29	metse
	monyakô 35	menyakô
	mollô 43	mellô
	mmaraka 45	(limmaraka cl 5)
	molamu 55	melamu
	mose 63	mese 63
	mosëbëtsi 63	mesëbëtsi
	mokötlana 68	mekötlana
	mohoma 75	mehoma
Class 3	[le·NOUN]	[ma.NOUN]
	leoto	maoto
	lebitsô 1	mabitsô
	lebese 5	———
	letsoai 7	———
	———	mëtsi 11
	Lesotho 21	———
	letsatsi 31	matsatsi
	lethô 35	———
	lengôlô 35	mangôlô
	lebênkêlê 39	mabênkêlê
	(le)haë 39	———
	lebôkôsê 43	mabôkôsê
	———	mantsiboea 47
	lehe	mahe 48
	leoto	maoto 51
	lepölesa 53	mapölesa
	letšôhô 55	matsôhô
	lesale	masale
	lentsoe 56	mantsoe 56
	lefiêlô 56	mafiêlô

	(ntlo cl 5)	matlo 56
	leshomê 59	mashomê
	lehapu 62	mahapu
	lebônê 64	mabônê
	leloala 69	maloala
	________	mabêlê 69
Class 4	[se·NOUN]	[li·NOUN]
	sejana	lijana
	setulô 5	litulô
	sejô	lijô 5
	Sesotho 20	________
	sekölö 28	likölö
	Sekhooa 30	________
	setšoantšô 37	litšoantšô
	Seburu 40	________
	Sefora 40	________
	selemô 47	lilemô
	sefatê 47	lifatê
	senô	linô 48
	sefofane 51	lifofane
	seêta	liêta 55
	sejana	lijana 56
	sesepa 56	lisepa
	setêmpê 60	litêmpê
Class 5	[N̸·NOUN]	[liN̸·NOUN]
	nku	linku
	khôtsô 4	________
	buka 5	libuka
	koranta 5	likoranta
	pênê 5	lipênê
	nama 5	linama

tichêrê 7	litichêrê
teë 9	liteë
pêntšêlê 9	lipêntšêlê
köfi 9	liköfi
nthô 9	linthô
tlelase 14	litlelase
phôsô 17	liphôsô
tsoekere 17	———
tôrôpô 25	litôrôpô
naha 25	linaha
kêrêkê 28	likêrêkê
bëkë 31	libëkë
khoëli 31	likhoëli
nakô 33	linakô
bôlô 34	libôlô
kobô 35	likobô 55
öfisi 39	liöfisi
pôsô 39	lipôsô
apolê 43	liapolê
bôtlôlô 43	libôtlôlô
khaba 43	likhaba
koae 43	———
thipa 43	lithipa
pampiri 44	lipampiri
banka 45	libanka
nnete 46	linnete
palesa	lipalesa 47
përëkisi 47	lipërëkisi
bôtôrô 48	———
katse	likatse 48
ntja	lintja 48
phôôfôlô	liphôôfôlô 48
thaba 49	lithaba 47
kölöi 51	likölöi (makölöi cl 3)

bese 51	libese
baesekele 51	libaesekele
pêrê 51	lipêrê 48
tönki 51	litönki
terene 51	literene
ngaka 53	lingaka
nêsê 53	linêsê
oache 52	lioache
katiba 55	likatiba 55
tšimo 55	(masimo cl 3)
êmêrê 56	liêmêrê
tuku 55	lituku 55
jase 63	lijase 57
	liphahlô 56
rëisi 58	
k'hëfi 59	lik'hëfi
lamunu 60	lilamunu
bêthê 60	libêthê
polêlô 60	lipolêlô
chêlêtê 61	lichêlêtê
chôkô 61	
jësi 61	lijësi
khalase 61	likhalase
pömpöng	lipömpöng 61
kausi	likausi 63
tšilô 69	litšilô
baki 63	libaki
tjale 63	litjale
hêmpê 63	lihêmpê
sökisi 63	lisökisi
ônnôrôkô 63	liônnôrôkô
pööne 69	
thipa 75	lithipa
k'habothe 66	lik'habothe
phofo 69	liphofo
ferekô 75	liferekô

Class 6	[bo·NOUN]	[ma·NOUN]
	bosiu	masiu
	bohôbê 5	mahôbê
	joala 11	majoala
	botlê 47	
	bosiu 59	masiu
	borikhoe 60	marikhoe
	bolause 63	malause

Cycle 77 Rumor: I hear that Phiri is doing well.

M-1

khôloa	Kȩ-khôloa hore Phiri o-sëbëtsa hantlê.	think	I think that Phiri is doing well.
utloa	Kȩ-utloa hore Phiri o-sëbëtsa hantlê.	hear	I hear that Phiri is doing well.
bôna	Kȩ-bôna hore Phiri o-sëbëtsa hantlê.	see	I see that Phiri is doing well.
tseba	Kȩ-tseba hore Phiri o-sëbëtsa hantlê.	know	I know that Phiri is doing well.

C-1

A: [Phiri] o-sëbëtsa joang [sekölöng]? How is [Phiri] doing at [school]?

B: Kȩ-[utloa] hore o-sëbëtsa hantlê.

M-2

utloa	Kȩ-utloa joalö.	hear	That's the way I hear it.
bôna	Kȩ-bôna joalö.	see	That's the way I see it.
tseba	Kȩ-tseba joalö.	know	I know it (that).
khôloa	Kȩ-khôloa joalö.	think	I think so (that).

C-2

A: Naa [Phiri] o-[kêna sekölö]?

B: Kȩ-[utloa] joalö.

Or: Ha̧-ke̲-tsebe.

C-3

A: Naa [Phiri] o-kêna sekölö?

B: Kȩ-[utloa] joalö.

A: O-sëbëtsa joang sekölöng?

B: Kȩ-[utloa] hore o-sëbëtsa hantlê.

A: O-ithuta hantlê?

B: Ëë, kȩ-[utloa] hore o-ithuta hantlê.

M-3

utloa	Kȩ-utloa hore Tankisô oa-kula.	hear	I hear that Tankiso is sick.
khôloa	Kȩ-khôloa hore Tankisô oa-kula.	think	I think that Tankiso is sick.
tseba	Kȩ-tseba hore Tankisô oa-kula.	know	I know that Tankiso is sick.
bôna	Kȩ-bôna hore Tankisô oa-kula.	see	I see that Tankiso is sick.

C-4

A and B: GREETINGS EXCHANGE

A:	U-utloa joang?	What have you heard (lately)?
B:	Kȩ-utloa hore [Tankisô] oa-kula.	

C-5

A:	U-utloa joang?	
B:	Kȩ-utloa hore [Tankisô] oa-kula.	
A:	Ëë, [Tankisô] o-kula haholo.	
B:	O-kae?	
A:	O-[sepetlele].	He's at the hospital.
B:	Ke-hampe. Re-soabilë.	

M-4

bö-Têllô	Re-utloa hore bö-Têllô ba-ea Amërika.	Tello and his companions	We hear that Tello and his companions are going to America.
bö-Thabô	Re-utloa hore bö-Thabô ba-ea Amërika.	Thabo and his companions	We hear that Thabo and his companions are going to America.
bö-tichêrê	Re-utloa hore bö-tichêrê ba-ea Amërika.	teacher and his companions	We hear that the teacher and his companions are going to America.

C-6

A: Le-utloa joang?

B: Re-utloa hore bö-[Têllô] ba-ea Amërika.

M-5

ea	Kȩ-utloa hore o-ea le-Mphô le-Thêkô.	go	I understand that he is going with Mpho and Theko.
tla	Kȩ-utloa hore o-tla le-Mphô le-Thêkô.	come	I understand that he is coming with Mpho and Theko.
lula	Kȩ-utloa hore o-lula le-Mphô le-Thêkô.	live	I understand that he lives with Mpho and Theko.

C-7

A: [Têllô] o-ea le-mang [Amërika]?

B: Re-utloa hore o-ea [le-Mphô] [le-Thêkô].

C-8

A: Le-utloa joang?

B: Re-utloa hore bö-Têllô ba-ea [Amërika].

A: O-ea le-mang?

B: Re-utloa hore o-ea [le-Mphô] [le-Thêkô].

A: Ba-il'ö ëtsa joang?

B: Re-utloa hore ba-il'ö ruta Sesotho.

M-6

khôloa	Kȩ-khôloa hore oa-tla.	think	I think that he is coming.
bôna	Kȩ-bôna hore oa-tla.	see	I see that he is coming.
utloa	Kȩ-utloa hore oa-tla.	understand	I understand that he is coming.

C-9

A: Naa [Linêô] oa-tla?

B: Kȩ-khôloa hore oa-tla.

A: O-tla le-mang?

B: Kȩ-khôloa hore o-tla [le-Mphô].

The following exercises provide an opportunity for the student to listen and respond selectively to the time and circumstances involved in the verb phrase. The responses may be given by individual students or by the class.

T: Kę-bula monyakô.

S. Present

E-1 Responses: Present, tla.

Teacher	Response
1. Kę-bula monyakô.	Present
2. Kę-tla bula lengôlô.	tla
3. Kę-tla koala monyakô.	tla
4. Kę-koala mokötlana.	Present
5. Kę-bula lengôlô.	Present
6. Kę-tla bula mokötlana.	tla
7. Kę-koala lengôlô.	Present
8. Naa u-tla palama hosasa?	tla
9. Naa u-tla phêla?	tla
10. U-tla ëtsa joang?	tla
11. Kę-batla ho-palama pêrê.	Present
12. Kę-tla palama kölöi.	tla
13. Kę-fêpa pêrê.	Present
14. Kę-rata ho-fêpa katse.	Present
15. U-tla bôna'ng?	tla
16. U-sila'ng?	Present
17. Kę-tla sila pööne.	tla
18. Ba-tla apara likobô.	tla
19. Ba-batla ho-tsamaea.	Present
20. Ba-tla kopa lijô.	tla

E-2 Responses: tla, il'ö.

Teacher	Response
1. Kę-tla bula lengôlô.	tla
2. Kę-il'ö bula monyakô.	il'ö
3. Kę-il'ö koala monyakô.	il'ö
4. Kę-il'ö batla chêlêtê.	il'ö

5.	O-il'ö kopa mosëbëtsi.	il'ö
6.	O-tla kopa joala.	tla
7.	O-il'ö rêka joala.	il'ö
8.	O-il'ö ëtsa'ng pösöng?	il'ö
9.	U-tla ëtsa joang?	tla
10.	Ba-il'ö batla mookamëli.	il'ö

E-3 Responses: Present, tla, il'ö.

	Teacher	Response
1.	Re-koala monyakô.	Present
2.	Re-tla bula monyakô.	tla
3.	Re-il'ö fêpa pêrê.	il'ö
4.	Re-il'ö rêka pêrê.	il'ö
5.	Re-tla ea Quthing.	tla
6.	Rea-tla.	Present
7.	Le-tla ea kërëkëng neng?	tla
8.	Le-ithuta Sesotho neng?	Present
9.	Re-il'ö ithuta sôna hôna joalë.	il'ö
10.	Le-tla lata lengôlô neng?	tla
11.	Re-il'ö lata lengôlô hosasa.	il'ö
12.	Kȩ-il'ö bua le-motsoallê oa-ka.	il'ö
13.	Re-bua le-motsoallê oa-rona.	Present
14.	Ba-tla neng?	tla
15.	Ba-batla'ng?	Present
16.	Ba-batla ho-lata lijô.	Present
17.	Ba-il'ö kopa mosëbëtsi.	il'ö
18.	Ba-il'ö lata phofo.	il'ö
19.	Ba-tla phêha bohôbê.	tla
20.	Kȩa-tla.	Present

E-4 Responses: Stative, tla.

	Teacher	Response
1.	Mosali o-apëre kobô.	Stative
2.	Monna o-tla apara baki.	tla
3.	Uêna u-tla roala katiba.	tla

4. Mosali o-roëtse tuku.	Stative
5. Mosali o-pëpilë ngoana.	Stative
6. Mphô o-tla pëpa ngoana.	tla
7. Kȩ-lapilë.	Stative
8. Ngoana o-tla lapa.	tla
9. Kȩ-tla soaba.	tla
10. Kȩ-soabilë.	Stative

M-1

nama	U-batla nama ea-mofuta ofe?	meat	What kind of meat do you want?
koae	U-batla koae ea-mofuta ofe?	tobacco	What kind of tobacco do you want?

M-2

nku	Kȩ-batla nama ea-nku.	sheep	I want some mutton.
khömo	Kȩ-batla nama ea-khömo.	cow	I want some beef.
poli	Kȩ-batla nama ea-poli.	goat	I want some goat's meat.
fariki	Kȩ-batla nama ea-fariki.	pig	I want some pork.

C-1

A: U-batla nama ea-mofuta ofe?
B: Kȩ-batla nama ea-[nku].

M-3

nama	Ke̲-nama ea-mofuta ofe?	meat	What kind of meat is it?
koae	Ke̲-koae ea-mofuta ofe?	tobacco	What kind of tobacco is it?

M-4

khömo	Ke̲-nama ea-khömo.	cow	It's beef.
nku	Ke̲-nama ea-nku.	sheep	It's mutton.

* * * * * * * * *

khömo	Ke̲-ea-khömo.	cow	It's beef.
nku	Ke̲-ea-nku.	sheep	It's mutton.

C-2

A: Ke̲-nama ea-mofuta ofe?
B: Ke̲-ea-[khömo].

M-5

nama ea-nku	Tankisô o-il'ö rêka nama ea-nku.	mutton	Tankiso is going to buy some mutton.
nama ea-khömo	Tankisô o-il'ö rêka nama ea-khömo.	beef	Tankiso is going to buy some beef.

C-3

A: Tankisô o-il'ö rêka nama.

B: O-il'ö rêka nama ea-mofuta ofe?

Or: Nama ea-mofuta ofe?

A: O-il'ö rêka nama ea-[nku].

Or: Ea-[nku].

M-6

sakerêtê	Ke̲-koae ea-sakerêtê.	cigarette	They are cigarettes.
pëipi	Ke̲-koae ea-pëipi.	pipe	It's pipe tobacco.

* * * * * * * * *

sakerêtê	Ke̲-ea-sakerêtê.	cigarette	They are cigarettes.
pëipi	Ke̲-ea-pëipi.	pipe	It's pipe tobacco.

C-4

A: Ke̲-koae ea-mofuta ofe?

B: Ke̲-ea-[sakerêtê].

C-5

A: Mphê [koae].

B: [Koae] ea-mofuta ofe?

A: Ea-[sakerêtê].

B: Hą-ke̲-na [sakerêtê]. Kę-na le-[koae ea-pëipi] fêêla.

Or: Hą-[e̲]-eô.

M-7

koae ea-sakerêtê	Tankisô o-il'ö rêka koae ea-sakerêtê.	cigarettes	Tankiso is going to buy cigarettes.
koae ea-pëipi	Tankisô o-il'ö rêka koae ea-pëipi.	pipe tobacco	Tankiso is going to buy some pipe tobacco.

C-6

A: Tankisô o-il'ö rêka koae.

B: O-il'ö rêka koae ea-mofuta ofe?

Or: Koae ea-mofuta ofe?

A: O-il'ö rêka koae ea-[pëipi].

Or: Ea-[pëipi].

Cycle 80 What is he going to see the doctor about?

M-1

moriana	O-il'ö batla moriana.	medicine	He is going (somewhere) to get medicine.
koae	O-il'ö batla koae.	tobacco/ cigarettes	He is going (somewhere) to get tobacco/ cigarettes.
phofo	O-il'ö batla phofo.	flour	He is going (somewhere) to get flour.
mosëbëtsi	O-il'ö batla mosëbëtsi.	work	He is going (somewhere) to look for work.

M-2

ngaka	O-il'ö batla'ng ngakëng?	doctor	What is he going to see the doctor about?
Rôma	O-il'ö batla'ng Rôma?	Roma	What is he going to look for at Roma?
lebënkëlëng	O-il'ö batla'ng lebënkëlëng?	store	What is he going to look for at the store?

C-1

A: [John] o-il'ö batla'ng ngakëng?

B: O-il'ö batla [moriana].

C-2

T: (noting an absence in the class)
[John] o-kae?

S: O-ngakëng.

T: O-il'ö ëtsa'ng?

S: O-il'ö batla moriana. Oa-kula.

C-3

A: [Tankisô] o-kae?

B: O-[sepetlele] hobane oa-kula. He's at the hospital because he is sick.

A: Ao! O-[sepetlele]?

B: Ëë, o-kula haholo.

C-4

A: U-ea kae?
B: Ngakëng.
Or: Kę-ea ngakëng.
A: U-il'ö ëtsa'ng?
B: Kę-il'ö [lata] moriana. I'm going to get (fetch) some medicine.
A: Naa u-tla bua le-[nêsê]?
B: Chêê, kę-tla bua le-[ngaka] fêêla.
Or: Chêê, kę-il'ö [lata] moriana fêêla.

M-3

Quthing	John o-lula Quthing hobane'ng?	Quthing	Why is John living in Quthing?
moriana	John o-batla moriana hobane'ng?	medicine	Why is John looking for some medicine?
lijô	John o-batla lijô hobane'ng?	food	Why is John looking for some food?

C-5

A: [John] o-lula [Quthing] hobane'ng?
B: Hobane o-sëbëtsa tëng.

C-6

A: Nna kę-il'ö batla lijô k'hëfing.
B: Hobane'ng?
A: Hobane kę-lapilë.
B: Re-tla ja haë. We will eat at home.
A: Chêê, kę-lapilë haholo.

M-4

lebënkëlëng	Hobane e-chipi lebënkëlëng.	store	Because it is cheap at the store.
k'hëfing	Hobane e-chipi k'hëfing.	cafe	Because it is cheap at the cafe.
mmarakëng	Hobane e-chipi mmarakëng.	market	Because it is cheap at the market.

C-7

A:	U-ea kae?	
B:	Lebënkëlëng.	
A:	U-il'ö ëtsa joang?	
B:	Kȩ-il'ö rêka [tsoekere].	
A:	U-il'ö rêka [tsoekere] lebënkëlëng hobane'ng?	
B:	Hobane e-chipi lebënkëlëng.	
A:	Hą-u̲-batle̲ ho-rêka [tsoekere] k'hëfing?	Don't you want to buy [sugar] at the cafe?
B:	Chê̂ê, hą-ke̲-batle̲ hobane e-turu k'hëfing.	No, I don't want to because it is expensive at the cafe.

M-1

sesepa	U-se-rêka hobane'ng?	soap	Why are you buying it?
setulô	U-se-batla hobane'ng?	chair	Why are you looking for it?
setöfo	U-se-lata hobane'ng?	stove	Why are you fetching it?

M-2

sesepa	Kę-se-rêka hobane ke-batla ho-hlatsoa.	soap	I'm buying it because I would like to wash.
setulô	Kę-se-batla hobane ke-batla ho-lula.	chair	I'm looking for it because I would like to sit down.
setöfo	Kę-se-lata hobane ke-batla ho-phêha	stove	I'm fetching it because I would like to cook.

C-1

A: U-lata [setöfo] hobane'ng?

B: Kę-se-lata hobane kę-batla ho-[phêha].

C-2

A: Naa u-il'o rêka [sesepa]?

B: Ëë, kę-il'o se-rêka.

A: U-il'o se-rêka hobane'ng?

B: Kę-il'o se-rêka hobane kę-batla ho-[hlatsoa].

C-3

A: U-batla'ng?

B: Setulô.

A: U-se-batla hobane'ng?

B: Kę-se-batla hobane kę-batla ho-lula.

M-3

ea	Kę-ithuta Sesotho hobane kę-ea Lesotho.	go	I'm learning Sesotho because I'm going to Lesotho.
tla sëbëtsa	Kę-ithuta Sesotho hobane kę-tla sëbëtsa Lesotho.	will work	I'm learning Sesotho because I'll work in Lesotho.
tla phela	Kę-ithuta Sesotho hobane kę-tla phela Lesotho	will live	I'm learning Sesotho because I'll live in Lesotho.

C-4

A: [Ann] o-ithuta Sesotho.

B: Kannete?

A: Kannete.

B: O-ithuta Sesotho hobane'ng?

A: O-ithuta Sesotho hobane o-ea Lesotho.
Or: Hobane o-ea Lesotho.

B: O-il'o ëtsa'ng Lesotho?

A: Ke̱-moithaopi. Baithaopi ba-ea Lesotho.

B: Öö. Kẹa-utloa.

M-4

kërekëng	Hạ-u̱-ee̱ këreëkëng hobane'ng?	church	Why aren't you going to the church?
lebënkëlëng	Hạ-u̱-ee̱ lebënkëlëng hobane'ng?	store	Why aren't you going to the store?
sepetlele	Hạ-u̱-ee̱ sepetlele hobane'ng?	hospital	Why aren't you going to the hospital?

C-5

A: Naa u-ea [këreëkëng]?

B: Chêê, hạ-ke̱-ee̱.

A: Hobane'ng?

B: Hobane hạ-ke̱-rate̱.

C-6

A: [Tefô] o-kula haholo.

B: Naa o-ea sepetlele?

A: Ê-ê.

B: Hạ-a̱-eê sepetlele hobane'ng?

A: Hobane oa-tšaba. Because he is afraid.

C-7

A: Hạ-le̱-utloisise̱ tichêrê ea-lona hobane'ng? Why don't you (pl) understand your teacher?

B: Hobane o-bua kapele.

E-1

The following exercises will provide additional practice in joining two sentences together with hobane. Practice these as follows:

T: Kę-il'ö batla lijô. Kę-lapilë.

S: Kę-il'ö batla lijô hobane kę-lapilë.

T: (Verification) Kę-il'ö batla lijôhobane kę-lapilë.

Teacher	Response
1. Kę-il'ö batla lijô. Kę-lapilë.	1. Kę-il'ö batla lijô hobane kę-lapilë.
2. O-il'ö lata moriana. Oa-kula.	2. O-il'ö lata moriana hobane oa-kula.
3. Kę-il'ö rêka tsoekere. Kę-batla ho-noa teë.	3. Kę-il'ö rêka tsoekere hobane kę-batla ho-noa teë.
4. Kę-il'ö rêka nama. E-chipi kajëno.	4. Kę-il'ö rêka nama hobane e-chipi kajëno.
5. Kę-lula haë. Hą-ke̲-sëbëtse.	
6. Hą-ke̲-utloe. U-bua kapele.	
7. Kęa-utloisisa. Tichêrê o-bua hantlê.	
8. Kęa-botsa. Hą-ke̲-utloisise.	
9. Kę-tsamaea le-eêna. Ke̲-motsoallê oa-ka.	
10. Kę-ea morënëng. Kę-rata ho-bôna morêna.	
11. Kęa-sala. Hą-ke̲-na chêlêtê.	
12. Hą-ke̲-ngöle. Hą-ke̲-na pêntšêlê.	
13. Hą-ke̲-rëke nama. E-turu.	
14. Hą-ke̲-ëtse lethô. Hą-ke̲-na mosëbëtsi.	
15. Kę-fa mphô chêlêtê. O-batla ho-rêka bôtôrô.	

E-2

Use the sentences in E-1 above as a completion exercise in which the teacher gives the first sentence and the student responds by adding the second (from memory):

T: Kę-il'ö batla lijô.

S: Kę-il'ö batla lijô hobane kę-lapilë.

E-3

For additional practice the students may complete these sentences with simple sentences of their own choosing (as long as the completed sentence makes good sense):

T: Ke̥-il'ö batla lijô.

S: Ke̥-il'ö batla lijô hobane
[ke̥-batla ho-phêha].

M-1

ithuta Sesotho	Kę-tlil'ö ithuta Sesotho.	learn Sesotho	I've come to learn Sesotho.
batla moriana	Kę-tlil'ö batla moriana.	look for medicine	I've come to look for medicine.
lata phofo	Kę-tlil'ö lata phofo.	get/fetch flour	I've come to get some flour.
kopa mosëbëtsi	Kę-tlil'ö kopa mosëbëtsi.	ask for a job	I've come to ask for a job.

M-2

tlil'ö	U-tlil'ö ëtsa joang?	have come to	What have you come for/to do?
il'ö	U-il'ö ëtsa joang?	going	What are you going (somewhere) to do?

C-1

A: U-tlil'ö ëtsa joang?
B: Kę-tlil'ö [ithuta].

M-3

lata'ng?	U-tlil'ö lata'ng?	get, fetch what	What have you come to get?
batla'ng?	U-tlil'ö batla'ng?	look for what	What have you come to look for?

C-2

A: U-batla'ng?
B: Kę-tlil'ö [kopa mosëbëtsi].

C-3

A: U-tlil'ö [lata'ng]?
B: Kę-tlil'ö [lata phofo].

M-4

tla	O-tla koano.	come	He/She's coming here.
tlil'ö lula	O-tlil'ö lula koano.	come to live	He/She's coming to live here.
tlil'ö ruta	O-tlil'ö ruta koano.	come to teach	He/She's coming to teach here.

C-4

A: Naa u-tseba [Palô]?

B: Ëë, o-kae?

A: O-tla koano.

B: O-tla koano? O-tlil'ö ëtsa joang?

A: O-tlil'ö kopa mosëbëtsi.

M-5

bapala bôlô	Re-tlil'ö bapala bôlô le-lona.	soccer	We've come to play soccer with you.
bua	Re-tlil'ö bua le-lona.	speak	We've come to speak with you.
tsamaea	Re-tlil'ö tsamaea le-lona.	go, walk	We've come to go with you.
kêna sekölö	Re-tlil'ö kêna sekölö le-lona.	attend school	We've come to attend school with you.

C-5

A: Le-tlil'ö ëtsa joang?

B: Re-tlil'ö [bapala bôlô] le-lona.

M-6

rêka phofo	Ba-tlil'ö rêka phofo.	buy flour	They've come to buy flour.
utloa litaba	Ba-tlil'ö utloa litaba.	hear the news	They've come to hear the news.

C-6

A: Ba-tlil'ö ëtsa joang?

B: Ba-tlil'ö utloa litaba.

C-7

A: U-tsoa kae?

B. Kę-tsoa [haë].

A: U-tlil'ö ëtsa joang?

B: Kę-tlil'ö kopa [sesepa].

A: Kę-soabile. [Sesepa] hą-se̱-eô.

B: Kęa-utloa.

C-8

A: Kę-tlil'ö kopa [koae].

B: Chêê, hą-ke̱-na [koae].

A: Mphê chêlêtê. Nna kę-tla rêka [koae].

B: Hą-ke̱-na chêlêtê.

A: Hą-u̱-na [koae]. Hą-u̱-na chêlêtê.
U-na le'ng fêêla?

B: Hą-ke̱-na lethô kannete.

Cycle 83 What is this called?

M-1

Tefô o-bitsa uêna.	U-bitsoa ke̲-Tefô.	You are called by Tefo.
Tefô o-botsa uêna.	U-botsoa ke̲-Tefô.	You are questioned by Tefo.
Tefô o-ruta uêna.	U-rutoa ke̲-Tefô.	You are taught by Tefo.
Tefô o-rata uêna.	U-ratoa ke̲-Tefô.	You are loved by Tefo.

C-1

A: U-[rutoa] ke̲-mang?
B: Kȩ-[rutoa] ke̲-Tefô.

C-2

T: Bitsa [John].
S: [John]. Ua-bitsoa.

C-3

T: Bitsa [John].
S: [John]. Ua-bitsoa.
[John]: Ke̲-mang?
S: Ke̲-tichêrê.
T: (John arrives) Lula fatše [John]. Sit down, [John].
Kȩ-batla ho-bua le-uêna.

C-4

T: Tsamo'o bitsa [Susan].
S: (Goes for Susan) [Susan], ua-bitsoa.
[Susan]: Ke̲-mang?
S: (No reply)
[Susan]: Kȩ-bitsoa ke̲-mang?
S: Ke̲-tichêrê.

M-2

O-bitsoa ke̲-Tefô.	Ê-ê, hą-a̲-bitsoe ke̲-Tefô.	You are not liked by Tefo.
O-botsoa ke̲-Tefô.	Ê-ê, hą-a̲-botsoe ke̲-Tefô.	You are not questioned by Tefo.
O-ratoa ke̲-Tefô.	Ê-ê, hą-a̲-ratoe ke̲-Tefô.	You are not loved by Tefo.
O-rutoa ke̲-Tefô.	Ê-ê, hą-a̲-rutoe ke̲-Tefô.	You are not taught by Tefo.

C-5

A: Naa [Bill] o-bitsa [John]?

B: Ê-ê, hḁ-a̲-bitsoe ke̲-[Bill].

A: O-bitsoa ke̲-mang?

B: O-bitsoa ke̲-[Ed].

C-6

> Use picture number 2 for the following, pointing to the various objects that can be identified in this picture:

leloala	millstone	sethêbê	mat
tšilô	grinding stone	sekôtlôlô	basin
ngoana	child	lerakô	wall
kobô	blanket	setupu	stoop
tuku	headscarf	ntlo	house
mosali	woman	leifô	hearth
pöön̈e	corn	letšôhô	arm

a) T: Hö̥ö̲ ho-bitsoa'ang?

T: Ke̲-[leloala].

b) S: Hö̥ö̲ ho-bitsoa'ang?

T: Ke̲-[leloala].

c) T: Hö̥ö̲ ho-bitsoa'ang?

S: Ke̲-[leloala].

Cycle 84 I don't have one.

M-1

sethunya	Naa u-na le-sethunya?	gun	Do you have a gun?
setöfo	Naa u-na le-setöfo?	stove	Do you have a stove?
setulô	Naa u-na le-setulô?	chair	Do you have a chair?

M-2

sethunya	Chêê, ha̡-ke̲-na sôna.	gun	No, I don't have one.
setöfo	Chêê, ha̡-ke̲-na sôna.	stove	No, I don't have one.
setulô	Chêê, ha̡-ke̲-na sôna.	chair	No, I don't have one.

C-1

A: Naa u-na le-[sethunya]?

B: Chêê, ha̡-ke̲-na sôna.

M-3

sethunya	Ke̡-na le-sôna.	gun	I have one.
setöfo	Ke̡-na le-sôna.	stove	I have one.
sesepa	Ke̡-na le-sôna.	soap	I have some.

C-2

A: Naa u-na le-[setôfo]?	Do you have a (camp) stove?
B: Ëë, ke̡-na le-sôna.	
A: Ak'u nkalimê sôna.	Please lend it to me.
B: Ho-lokilë.	

M-4

sethunya	Ke̲'ng hö̡ö̲? Naa ke̲-sethunya?	gun	What is it? Is it a gun?
setöfo	Ke̲'ng hö̡c̲̈? Naa ke̲-setöfo?	stove	What is it? Is it a stove?
sefofane	Ke̲'ng hö̡ö̲? Naa ke̲-sefofane?	airplane	What is it? Is it an airplane?
sefatê	Ke̲'ng hö̡ö̲? Naa ke̲-sefatê?	tree	What is it? Is it a tree?

M-5

ëë	Ëë, ke̲-sôna.	yes	Yes, it is.
chêê	Chêê, ha̡-se̲-sôna.	no	No, it isn't.

C-3

A: Ke̲'ng hö̧ö̲? Naa ke̲-[sefofane]?
B: Chêê, ha̧-se̲-sôna.
A: Ha̧-se̲-sôna, ke̲'ng?
B: Ke̲-[kölöi]. It's a [car].

C-4

A: U-ea kae?
B: Kȩ-ea [Mokhötlöng].
A: U-il'ö palama sefofane?
B: Ëë, kȩ-il'ö palama sôna.

M-6

lebese	Ha̧-ke̲-na lôna.	milk	I don't have any.
letsoai	Ha̧-ke̲-na lôna.	salt	I don't have any.
sethunya	Ha̧-ke̲-na sôna.	gun	I don't have one.
setöfo	Ha̧-ke̲-na sôna.	stove	I don't have one.
lehe	Ha̧-ke̲-na lôna.	egg	I don't have one.

C-5

A: Naa u-na le-[lehe]?
B: Ha̧-ke-na lôna.
Or: Ëë, kȩ-na le-lôna.

C-6

A: Naa [Thabô] o-na le-[letsoai]?
B: Ê-ê, ha̧-a̲-na lôna.
Or: Ëë, o-na le-lôna.

C-7

A: Naa u-na le-lebese?
B: Ha̧-ke̲-na lôna.
A: U-tla-noa'ng kajëno?
B: Kȩ-tla-noa [köfi] fêêla.
A: Ke̲-hampe.

Use picture number 3 with the following:

Möna re-bôna moshanyana oa-Mosotho. O-palame tönki ea-hae. O-apëre kobô ea-hae, ha̧-a̱-roala katiba, ha̧-a̱-na liêta maotong. O-tšoëre molamu.	Here we see a Mosotho boy. He is riding his donkey. He is wearing his blanket, he is not wearing a hat, he does not have shoes on his feet. He is grasping a stick.
Re-bôna moshanyana oa-Mosotho oa-sebele. Ke̱-molisana. O-bônahala a-lisitsë. Kȩ-khôloa hore o-lisa likhömo tsa-ntat'ae. O-shêbahala a-thabilë haholo.	We see a real Mosotho boy. He is a herdboy. He apparently is herding. I think that he is herding his father's cattle. He looks like he is very happy.
Tönki e-ëme tlasa selömo. Litönki ke̱-liphôôfôlô tsa-bohlôkoa Lesotho. Basotho ba-sëbëlisa litönki ho-bôfa. Bashanyana ba-Lesotho ba-rata ho-palama litönki. Litönki tsa-Lesotho li-matla haholo. Ke̱-phôôfôlô tsa-bohlôkoa.	The donkey is standing beneath a cliff. Donkeys are very important in Lesotho. The Basotho use donkeys to carry (loads). The boys of Lesotho like to ride donkeys. The donkeys of Lesotho are very strong. They are animals of importance.

Q-1

T: Naa ke̱-moshanyana oa-Mosotho?

S: Ëë.

Q-2

T: Naa o-palame pêrê?

S: Ê-ê, ha̧-a̱-palama pêrê.
O-palame tönki.

Q-3

T: Naa banna ba-Lesotho ba-rata ho-palama litönki?

S: Ha̧-ke̱-tsebe. Fêêla kȩ-tseba hore bashanyana ba-Lesotho ba-rata ho-li-palama.

I don't know. Only I know that the boys of Lesotho like to ride them.

Q-4

T: (Naa) moshanyana o-tšoëre molamu kapa mohoma?

S: O-tšoëre molamu.

Q-5

T: (Naa) tönki e-ëme tlasa selömo kapa hara tšimo?

S: E-ëme tlasa selömo.

Q-6

T: O-tšoëre'ng?

S: O-tšoëre molamu.

Q-7

T: O-apëre'ng?

S: O-apëre kobô.

Q-8

T: O-roëtse'ng?

S: Ha̧-a̱-roala lethô.

Q-9

T: O-ëtsa'ng?

S: O-bônahala a-lisitsë.

Q-10

T: Naa o-lisa likhömo tsa-ntat'ae?

S: Ëë, kȩ̂-khôloa hore o-lisa likhömo tsa-ntat'ae.

Q-11

T: Basotho ba-sëbëlisa litönki ho-ëtsa'ng?

S: Ba-li-sëbëlisa ho-bôfa.

Q-12

T: O-sëbëlisa molamu ho-ëtsa'ng?

S: O-sëbëlisa molamu ho-khanna likhömo.

Q-13

T: Naa u-tseba ho-palama tönki?

S: [   ].

Q-14

T: Naa u-apara kobô kapa baki?

S: Kȩ-apara baki.

Q-15

T: Liphôôfôlô tsa-bohlôkoa Amërika ke̲-life?

What are the animals of importance in America?

S: Ke̲-lintja, likatse, lipêrê, le-likhömo.

Q-16

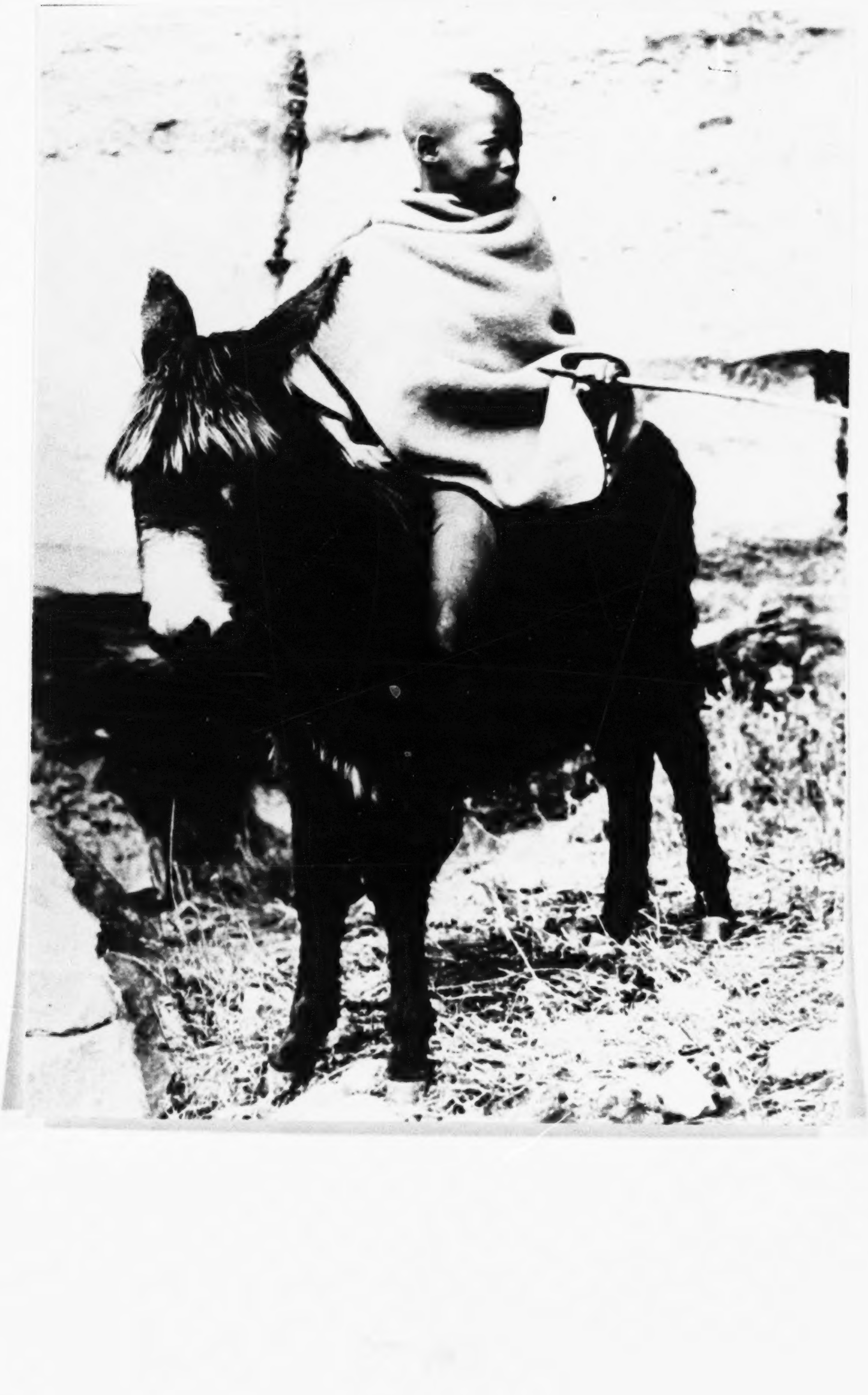
T: [John], u-shêba'ng?

S: Kȩ-shêba setšoantsô sa-molisana le-tönki ea-hae.

Q-17

T: Lebitsô la-hae ke̲-mang?

S: Ha̧-ke̲-mo-tsebe.



Picture Number 3 (Cycle 85) W. v. d. Kallen, N. V. F.

Cycle 86 I've come to take care of some affairs.

M-1

tlil'ö	Kȩ-tlil'ö phêtha mabaka.	have come	I've come to take care of some affairs/matters.
il'ö	Kȩ-il'ö phêtha mabaka.	going to	I'm going (somewhere) to take care of some matters.
tla	Kȩ-tla phêtha mabaka.	will	I will take care of some matters.
leka	Kȩ-leka ho-phêtha mabaka.	try	I'm trying to take care of some matters.

C-1

A: U-tsoa kae?
B: Kȩ-tsoa [Quthing].
A: U-tlil'ö ëtsa joang?
B: Kȩ-tlil'ö phêtha mabaka.

C-2

A: U-ea kae?
B: Kȩ-ea [Butha-Buthe].
A: U-il'ö ëtsa'ng?
B: Kȩ-il'ö phêtha mabaka.

M-2

sefuba	O-tlil'ö batla moriana oa-sefuba.	a cold	He wants medicine for a cold.
mala	O-tlil'ö batla moriana oa-mala.	bowels	He wants medicine for a stomach-ache.

C-3

A: [John] o-tlil'ö batla moriana oa-mofuta ofe?
B: Moriana oa-[sefuba].

C-4

A: [John] o-tlil'ö batla moriana.

B: Oa-kula?

A: Ëë.

B: O-batla moriana oa-mofuta ofe?

A: Moriana oa-[sefuba].

C-5

A: Ke̲-moriana oa-mofuta ofe?

B: Ke̲-moriana oa-[mala].

Or: Ke̲-oa-[mala].

C-6

A: U-tlil'ö ëtsa joang?

B: Kȩ-tlil'ö lata setöfo sa-ka.

A: U-se-lata hobane'ng?

B: Kȩ-se-lata hobane kȩ-batla ho-phêha.

M-3

il'ö	Le-il'ö ëtsa joang Lesotho?	going to	What are you going to do in Lesotho?
tla	Le-tla ëtsa joang Lesotho?	will	What will you do in Lesotho?
batla ho-ea	Le-batla ho-ea ëtsa joang Lesotho?	want to go	What do you want to go do in Lesotho?
rata ho-ea	Le-rata ho-ea ëtsa joang Lesotho?	like to go	What would you like to go do in Lesotho?

M-4

sëbëtsa	Re-il'ö sëbëtsa tëng.	work	We are going there to work.
ruta	Re-il'ö ruta tëng.	teach	We are going there to teach.
lula	Re-il'ö lula tëng.	live	We are going there to live.

C-4

A: Le-il'ö ëtsa joang [Lesotho]?

B: Re-il'ö [sëbëtsa].

Cycle 87 When will you arrive?

M-1

tloha	U-tla tloha neng?	leave (from)	When will you leave?
fihla	U-tla fihla neng?	arrive (at)	When will you arrive?

C-1

A: Kȩ-ea [Warner Springs] hosasa.
B: U-tla tloha neng?
A: Ka-[8:00].
B: U-tla fihla neng?
A: Ka-[12:00].

M-2

tloha	U-tla tloha neng mö̧ö̲?	leave (from)	When will you leave from here?
fihla	U-tla fihla neng mö̧ö̲?	arrive (at)	When will you arrive here?

C-2

A: U-tla[tloha] neng mö̧ö̲?
B: Ka-[Sateretaha].

C-3

A:	U-ea [Masëru] neng?	
B:	Hôna kajëno.	Right today.
A:	U-ea ka'ng?	
B:	Ka-[bese].	
A:	E-tla-tloha neng mö̧ö̲?	When will it leave from here?
B:	Ha̧-ke̲-tsebe hantlê. Kȩa-khôloa e-tla-tloha ka-[8:00].	
A:	E-tla fihla neng [Masëru]?	
B:	E-tla fihla [Masëru] ka-[10:00].	

C-4

A:	Likölöi li-tloha neng [Masëru]?	
B:	Li-tloha [Masëru] ka-2:00.	
	Or: Ka-2:00.	
A:	Li-fihla neng haë mö̧ö̲?	When do they arrive here at home?
B:	Li-fihla haë möna ka-4:00.	
	Or: Ka-4:00.	

C-5

A:	Naa u-ea töröpöng?	
B:	Ëë.	
A:	U-tsamaea ka'ng?	
B:	Ka-bese.	
A:	E-tloha neng?	When does it leave?
B:	Kae?	Where?
A:	Haë mö̧ö̲.	From here at home.
B:	Hôna joalë. Ke̲-ëo e-tloha. Sala hantlê.	Right away. There it is! It's leaving. Goodbye.
A:	Ba-lumëlisê.	Greet them.

M-3

ea	U-tla ea neng lebënkëlëng?	go	When will you go to the store?
khutla	U-tla khutla neng lebënkëlëng?	return	When will you arrive at the store?

C-6

A:	U-tla ea neng [lebënkëlëng]?	
B:	Kȩ-tla ea motšeare.	I'm going during the middle of the day.

C-7

A:	U-ea kae?	
B:	Kȩ-ea lebënkëlëng.	
A:	U-tla-khutla neng?	
B:	Ha̧-ke̲-tsebe hantlê, fêêla kȩ-tla phakisa.	I'm not sure, but I'll hurry.

C-8

A and B: Do C-3.

A: Ŏ̈ö, joalë u-tla khutla neng?

B: Kẹ-tla khutla [hosasa].

A: Ŏ̈ö, ke-hantlê. Tsamaea hantlê.

B: Sala hantlê.

Cycle 88 My shirt? I'm washing it.

C-1

A: U-ëtsa'ng ka-[ferekô]?

B: Kę-ja ka-eôna.

M-1

kölöi	Naa u-na le-kölöi?	car	Do you have a car?
tsoekere	Naa u-na le-tsoekere?	sugar	Do you have some sugar?
hêmpê	Naa u-na le-hêmpê?	shirt	Do you have a shirt?

M-2

kölöi	Hą-ke̲-na eôna.	car	I don't have one.
tsoekere	Hą-ke̲-na eôna.	sugar	I don't have any.
hêmpê	Hą-ke̲-na eôna.	shirt	I don't have one.

C-2

A: Naa u-na le-[kölöi]?

B: Chêê, hą-ke̲-na eôna.

Or: Ëë, kę-na eôna.

M-3

rêka	Naa u-rêka koranta?	buy	Are you buying a newspaper?
khanna	Naa u-khanna kölöi?	drive	Are you driving a car?
hlatsoa	Naa u-hlatsoa hêmpê?	wash	Are you washing a shirt?

M-4

rêka	Ëë, kę-rêka eôna.	buy	Yes, I'm buying it.
khanna	Ëë, kę-khanna eôna.	drive	Yes, I'm driving it.
hlatsoa	Ëë, kę-hlatsoa eôna.	wash	Yes, I'm washing it.

C-3

A: Naa u-hlatsoa [hêmpê] ea-hao?

B: Ëë, kę-hlatsoa eôna.

C-4

A: Naa o-khanna kölöi ea-hao?

B: Ëë, o-khanna eôna.

M-5

koranta	Ke̲'ng? Naa ke̲-koranta?	newspaper	What is it? Is it a newspaper?
kölöi	Ke̲'ng? Naa ke̲-kölöi?	car	What is it? Is it a car?
hêmpê	Ke̲'ng? Naa ke̲-hêmpê?	shirt	What is it? Is it a shirt?

M-6

koranta	Ëë, ke̲-eôna.	newspaper	Yes, it is.
kölöi	Ëë, ke̲-eôna.	car	Yes, it is.
hêmpê	Ëë, ke̲-eôna.	shirt	Yes, it is.
sefofane	Ëë, ke̲-sôna.	airplane	Yes, it is.
lebese	Ëë, ke̲-lôna.	milk	Yes, it is.

M-7

kölöi	Hḁ-se̲-eôna.	car	No, it isn't.
hêmpê	Hḁ-se̲-eôna.	shirt	No, it isn't.
setöfo	Hḁ-se̲-sôna.	stove	No, it isn't.
lebônê	Hḁ-se̲-lôna.	candle, lamp	No, it isn't.

C-5

A: Ke̲'ng? Naa ke̲-[hêmpê]?

B: Ëë, ke̲-eôna.

Or: Chêê, hḁ-se̲-eôna.

M-1

Certain of the nouns for close relatives (and thaka, age-grade companion) reduce the possessive when followed by a singular personal pronoun:

ngoan'a-ka	(not ngoana oa-ka)	my child
ngoan'a-hao	(not ngoana oa-hao)	your child
ngoan'a-hae	(not ngoana oa-hae)	his child

Either the full form or the reduced form may occur when the possessive is followed by a plural personal pronoun:

ngoan'a-rona	or ngoana oa-rona	our child
ngoan'a-lona	or ngoana oa-lona	your child
ngoan'a-bôna	or ngoana oa-bôna	their child

This reduction does not occur when the noun is plural: bana ba-ka, my children, bana ba-rona, our children.

ngoana	ngoan'a-ka	child	my child
mora	mor'a-ka	son	my son
thaka	thak'a-ka	companion	my companion (female companion of a girl, male companion of a boy)

* * * * * * * * *

ngoana	ngoan'a-hao	your child
mora	mor'a-hao	your son
thaka	thak'a-hao	your companion

* * * * * * * * *

ngoana	ngoan'a-hae	his child
mora	mor'a-hae	his son
thaka	thak'a-hae	his companion

C-1

A: U-ea [Masëru] le-mang?

B: Kȩ-ea le-[ngoan'a-ka].

M-2

A few other nouns for close relatives reduce the singular personal possessives even more drastically as follows:

ntatë (not ntatë oa-ka)
ntat'ao (ntatë oa-hao is used frequently, for reasons explained in the notes)
ntat'ae (not ntatë oa-hae)

The reduction in the plurals is less drastic (in fact it is like that in M-1):

ntat'a-rona	our father
ntat'a-lona	your father
ntat'a-bôna	their father

The same kinds of reduction take place when the noun is in the plural:

bö=motsoala	my cousins	bö=motsoal'a-rona	our cousins
bö=motsoal'ao	your cousins	bö=motsoal'a-lona	your cousins
bö=motsoal'ae	his cousins	bö=motsoal'a-bôna	their cousins

ntatë	ntat'ae	my father	his father
mmê	mm'ae	my mother	his mother
motsoala	motsoal'ae	my cousin	his cousin

* * * * * * * *

ntatë	ntat'ao	your father
mmê	mm'ao	your mother
motsoala	motsoal'ao	your cousin

* * * * * * * *

ntatë	ntat'ae	his father
mmê	mm'ae	his mother
motsoala	motsoal'ae	his cousin

C-2

A: O-lula le-mang?
B: O-lula le-[ntat'ae].

C-3

A: [Mm'ae] o-kae?
B: [Mm'ae] oa-sëbëtsa.

C-4

A: [Thabô] o-lula kae?

B: O-lula Moshoeshoe II.

A: O-lula le-mang?

B: O-lula le-ntat'ae.

Or: Le-ntat'ae.

A: Mm'ae o-kae?

B: Mm'ae oa-sëbëtsa.

A: O-sëbëtsa kae?

B: O-sëbëtsa sepetlele. Ke-nêsê.

A: Öö.

C-5

A: [Mor'a-hao] lebitsô la-hae ke-mang? Your son, what's his name?

B: Ke-[Tankisô].

C-6

A: Naa u-na le-bana?

B: Ëë.

A: Ke-bara kapa ke-barali? Are they sons or daughters?

B: Ke-mora le-morali.

A: [Mor'a-hao] lebitsô la-hae ke-mang?

B: Ke-[Tankisô].

M-1

lula	Kę-batla ho-tseba hore naa u-lula kae.	live	I would like to know where you live.
ea	Kę-batla ho-tseba hore naa o-ea kae.	go	I would like to know where he is going.
tsoa	Kę-batla ho-tseba hore naa le-tsoa kae.	come from	I would like to know where you come from.

M-2

Moshoeshoe II	Kę-lula Moshoeshoe II.	Moshoeshoe II	I'm living at Moshoeshoe II. (a "location" in Maseru)
Mazenod	Kę-lula Mazenod.	Mazenod	I live in Mazenod.
Thaba=Bosiu	Kę-lula Thaba=Bosiu.	Thaba=Bosiu	I live in Thaba=Bosiu.

C-1

A: Kę-batla ho-tseba hore naa
u-lula kae.
B: Kę-lula [Moshoeshoe II].
A: U-lula le-mang?
B: Kę-lula le-batsoali ba-ka. I live with my parents.

C-2

A: Kę-batla ho-tseba hore naa
u-lula kae?
B: Kę-lula Moshoeshoe II.
A: U-lula le-mang?
B: U-batla ho-tseba hore naa
kę-lula le-mang?
A: Ëë, kę-batla ho-tseba. Ke̲-hampe?
B: Ê-ê, hḁ-se̲-hampe. Kę-lula
le-motsoallê oa-ka.

M-3

sëbëtsa	Re-batla ho-tseba hore naa Têllô o-sëbëtsa joang.	work	We would like to know how Tello is doing.
bina	Re-batla ho-tseba hore naa Linêô o-bina joang.	sing	We would like to know how Lineo sings.

C-3

A: Re-batla ho-tseba hore naa Têllô o-sëbëtsa joang.

B: Kae? Sekölöng?

A: Ëë, sekölöng.

B: Kę-utloa hore o-sëbëtsa hantlê.

A: Ke̲-hantlê. Rea-lëboha.

M-4

sëbëtsa	Têllô hą-a̲-sëbëtse hantlê hobane hą-a̲-phele hantlê.	work	Tello is not doing well because he is not well.
bina	Linêô hą-a̲-bine hantlê hobane hą-a̲-ithute ho-bina.	sing	Lineo doesn't sing well because she doesn't practice.
ruta	Moithaopi hą-a̲-rute hantlê hobane hą-a̲-tsebe Sesotho.	teach	The volunteer doesn't teach well because he doesn't know Sesotho.

C-4

A: Ba-batla'ng?

B: Ba-batla ho-tseba hore naa [Linêô] o-bina joang.

A: [Linêô] o-bina hampe.

B: Ao! hą-a̲-bine hantlê?

A: Chêê, hą-a̲-bine hantlê hobane hą-a̲-ithute ho-bina hantlê.

M-5

ruta	Kę-batla ho-utloa hore naa o-ruta joang.	teach	I would like to hear how he teaches.
tantša	Kę-batla ho-bôna hore naa Tankisô o-tantša joang.	dance	He would like to see how Tankiso dances.

C-5

A: Kę-batla ho-utloa hore naa moithaopi o-ruta joang.

B: Hą-a-rute hantlê hobane hą-a-tsebe Sesotho.

C-6

A: Tichêrê o-ruta joang?

B: Kę-utloa hore hą-a-rute hantlê.

A: Ao! Hą-a-rute hantlê hobane'ng?
Or: Hobane'ng?

B: Hą-a-rute hantlê hobane hą-a-tsebe Sesotho.
Or: Hobane hą-a-tsebe Sesotho.

C-7

A: Naa u-tseba Thabô?

B: Ëë, kęa-mo-tseba.

A: Naa u-tseba hore o-ea Amërika?

B: Ao! O-tsamaea neng?

A: O-tsamaea hosasa.

B: O-il'ö ëtsa'ng.

A: O-il'ö sëbëtsa.

E-1

The following exercise will provide additional practice in joining two sentences to form an indirect question. Practice them as follows:

T: Kę-batla ho-tseba.
U-lula kae?

S: Kę-batla ho-tseba hore naa u-lula kae.

T: (Verification) Kę-batla ho-tseba hore naa u-lula kae.

Teacher	Response
1. Kę-batla ho-tseba. U-lula kae?	1. Kę-batla ho-tseba hore naa u-lula kae?
2. O-batla ho-tseba. Têllô o-ea kae?	2. O-batla ho-tseba hore naa Têllô o-ea kae.
3. Kę-batla ho-tseba. U-sëbëtsa joang?	3. Kę-batla ho-tseba hore naa u-sëbëtsa joang.
4. Kę-batla ho-tseba. U-tseba ho-phêha?	
5. Kę-rata ho-tseba. Le-tsoa kae?	
6. Ba-rata ho-tseba. Baithaopi ba-ithuta joang?	
7. O-rata ho-bôna. U-hlatsoa joang?	
8. Kę-batla ho-bôna. U-khanna joang?	
9. Kę-batla ho-tseba. Re-ja neng?	
10. O-rata ho-tseba. Naa u-tsuba koae?	
11. O-rata ho-tseba. Naa u-tsoa Englane?	
12. Kę-rata ho-tseba. Naa o-sëbëtsa hantlê?	
13. Kę-batla ho-tseba. Naa ba-apara likobô Amërika?	
14. Hą-ba̲-rate ho-bôna. Re-bapala joang?	
15. Hą-ba̲-rate ho-bôna. Naa re-sëbëtsa hantlê.	
16. Hą-ba̲-rate ho-bôna. Re-ithuta kae?	

17. Kȩa-botsa. U-ea le-mang Lesotho?	Kȩ-botsa hore naa u-ea le-mang Lesotho?
18. Kȩa-tseba. U-ea le-mang Lesotho?	Kȩ-tseba hore naa u-ea le-mang Lesotho?
19. Kȩa-tseba. U-ea kae?	
20. Kȩa-botsa. Le-ea kae?	

Cycle 91 She just arrived.

M-1

ea	[Susan] o-ilë neng?	go	When did Susan go?
tsamaea	[Susan] o-tsamailë neng?	walk, go	When did Susan go?
tsoa	[Susan] o-tsoilë neng?	go out	When did Susan go outside?
tloha	[Susan] o-tlohilë neng?	leave	When did Susan leave?
fihla	[Susan] o-fihlilë neng?	arrive	When did Susan arrive?
khutla	[Susan] o-khutlilë neng?	return	When did Susan return?

M-2

ea	O-qȩ̂ta ho-ea.	She just left.
tsamaea	O-qȩ̂ta ho-tsamaea.	She just left.
tsoa	O-qȩ̂ta ho-tsoa.	She just went out.
fihla	O-qȩ̂ta ho-fihla.	She just arrived.

C-1

A: [Susan] o-[tsamailë] neng?

B: O-qȩ̂ta ho-[tsamaea].

C-2

T: [Susan] o-kae?

S: O-tsamailë.

T: O-ilë kae?

S: Kȩa-khôloa o-ilë lebënkëlëng?

T: O-ilë le-mang?

S: Kȩa-khôloa o-ilë le-[mm'ae].

M-3

ea	Naa [Susan] o-ilë lebënkëlëng?	Did [Susan] go to the store?
fihla	Naa [Susan] o-fihlilë lebënkëlëng?	Did [Susan] arrive at the store?
tloha	Naa [Susan] o-tlohilë lebënkëlëng?	Did [Susan] depart from the store?
khutla	Naa [Susan] o-khutlilë lebënkëlëng?	Did [Susan] return from the store?
tsoa	Naa [Susan] o-tsoilë lebënkëlëng?	Did [Susan] go out of the store?

C-3

A: Naa [Susan] o-[khutlilë] [lebënkëlëng]?

B: Ëë, o-[khutlilë].

C-4

A:	[Susan] o-khutlilë [k'hëfing].	
B:	O-rëkilë'ng?	What did she buy?
A:	O-rëkilë [koae, lijô, le-parafine].	She bought [tobacco, food, and kerosene].

C-5

T:	Naa [Susan] o-khutlilë lebënkëlëng?	
S:	Ëë, o-khutlilë.	
T:	O-kae? [Susan], u-rëkilë'ng?	Where is she? [Susan], what did you buy?
[Susan]:	Kȩ-rëkilë [hêmpê].	
T:	U-rëkilë'ng hapê?	What else did you buy?
[Susan]:	[Ha̧-ke̱a-rêka lethô].	

C-6

A:	U-sëbëtsa kae?	
B:	Ha̧-ke̱-sëbëtse.	
A:	U-tsoilë mosëbëtsing?	Did you leave (your) job?
B:	Ëë.	
A:	U-tsoilë neng mosëbëtsing?	
B:	Khalê.	Long ago.
A:	Hobane'ng?	
B:	Kȩ-batla ho-ea sekölöng.	

M-4

sëbëtsa	Naa u-qëtilë ho-sëbëtsa?	work	Have you finished working?
ja	Naa u-qëtilë ho-ja?	eat	Have you finished eating?
hlatsoa	Naa u-qëtilë ho-hlatsoa?	wash	Have you finished washing?
bapala	Naa u-qëtilë ho-bapala?	play	Have you finished playing?

C-7

A: Naa u-qëtilë ho-sëbëtsa?

B: Ëë, kȩ-qëtilë.

Or: Ê-ê, ha̧-kea-qêta.

Cycle 92 Go get it.

M-1

rata	Naa u-rata tsoekere?	like	Do you like sugar?
tsuba	Naa u-tsuba koae?	smoke	Do you smoke tobacco?
khanna	Naa u-khanna kölöi?	drive	Do you drive a car?
hlatsoa	Naa u-hlatsoa hêmpê?	wash	Are you washing a shirt?

M-2

tsoekere	Hą-ke̲-e-rate.	sugar	I don't like it.
koae	Hą-ke̲-e-tsube.	tobacco	I don't smoke (it).
kölöi	Hą-ke̲-e-khanne.	car	I don't drive it.
hêmpê	Hą-ke̲-e-hlatsoe.	shirt	I'm not washing it.

M-3

tsoekere	Ëë, kęa-e-rata.	sugar	Yes, I like it.
koae	Ëë, kęa-e-tsuba.	tobacco	Yes, I smoke it.
kölöi	Ëë, kęa-e-khanna.	car	Yes, I'm driving it.
hêmpê	Ëë, kęa-e-hlatsoa.	shirt	Yes, I'm washing it.

C-1

A: Naa u-[rata tsoekere]?
B: Ëë kęa-e-[rata].
Or: Chêê, hą-ke̲-e-[rate].

C-2

A: Naa u-tsuba koae?
B: Mang? Nna?
A: Ëë, uêna.
B: Chêê, hą-ke̲-e-tsube.
Or: Ëë kęa-e-tsuba.

C-3

A: Naa-u-tseba ho-palama pêrê?
B: Chêê, hą-ke̲-tsebe ho-e-palama.
A: U-tseba ho-khanna kölöi?
B: Hą-ke̲-tsebe ho-e-khanna.
A: U-tseba'ng fêêla?
B: Hą-ke̲-tsebe lethô.

M-4

thipa	E-tlisê kapele.	knife	Bring it quickly.
sesepa	Se-tlisê kapele.	soap	Bring it quickly.
kobô	E-tlisê kapele.	blanket	Bring it quickly.
lebôkôsê	Le-tlisê kapele.	box	Bring it quickly.
hamorê	E-tlisê kapele.	hammer	Bring it quickly.

C-4

A: Ke̥-batla [hamorê]. [E]-tlisê kapele.
B: (Doesn't hear well) U-re'ng?
A: Ke̥-re: ke̥-batla [hamorê]. E-tlisê kapele.

M-5

k'habotheng	E-k'habotheng.	in the cupboard	It's in the cupboard.
tafolëng	E-tafolëng.	on the table	It's on the table.
setulöng	E-setulöng.	on the chair	It's on the chair.

C-5

A: Ke̥-batla [hamorê]. [E]-tlisê kapele.
B: E-kae?
A: E-[k'habotheng].

C-6

A: Ak'u nkalimê [hamorê]. Please lend me [a hammer].
B: Hḁ-ke̱-na eôna.
A: Ŏö.

C-7

A: Nka [hamorê], ke̱-ëna. Take the [hammer], here it is.
B: E-kae?
A: Ke̱-ëna.

C-8

A: Tlisa [thipa].
B: Ke-ëna.
A: E-fê [Bill].

M-6

Phiri	Tsamö'ö mo-bitsa.	Phiri	Go call him.
hamorê	Tsamö'ö e-lata.	hammer	Go fetch it.
setulô	Tsamö'ö se-lata.	chair	Go fetch it.
thipa	Tsamö'ö e-lata.	knife	Go fetch it.
letsoai	Tsamö'ö le-lata.	salt	Go fetch it.
Thabô	Tsamö'ö mo-bitsa.	Thabo	Go call him.

C-9

A: [Phiri] o-kae?
B: O-[dormêtering]?
A: Tsamö'ö mo-bitsa.
Or: Mo-bitsê.

C-10

A: [Kobô] [e]-kae?	
B: [E]-[k'habotheng].	It's in the cupboard.
A: Tsamö'ö[e]-lata.	
Or: [E]-latê.	

M-7

tsoekere	U-e-rata hobane'ng?	sugar	Why do you like it?
koae	U-e-tsuba hobane'ng?	tobacco	Why do you smoke (it)?

M-8

tsoekere	Ke-e-rata hobane e-monate.	sugar	I like it because it's sweet.
koae	Ke-e-tsuba hobane e-monate.	tobacco	I smoke it because it's pleasant.

C-11

A: Kȩ-rata [tsoekere].

B: U-e-rata hobane'ng?

A: Kȩ-e-rata hobane e-monate.

Cycle 93 What is bread made with?

M-1

bohôbê	Bohôbê bo-ëtsoa ka'ng?	bread	With what is bread made?
joala	Joala bo-ëtsoa ka'ng?	beer	With what is beer made?

M-2

bohôbê	Bohôbê bo-ëtsoa ka-phofo.		Bread is made with flour.
joala	Joala bo-ëtsoa ka-mabêlê.		Beer is made with sorghum.

C-1

A: [Bohôbê] bo-ëtsoa ka'ng?
B: Ka-[phofo].

M-3

bôtôrô	Bôtôrô e-ëtsoa ka'ng?	butter	With what is butter made?
papa	Papa e-ëtsoa ka'ng?	porridge (solid)	With what is porridge made?
sôphô	Sôphô e-ëtsoa ka'ng?	soup	With what is soup made?

M-4

papa	Papa e-ëtsoa ka-phofo.		Porridge is made with corn flour.
sôphô	Sôphô e-ëtsoa ka-merôhô.		Soup is made with vegetables.

C-2

A: [Sôphô] e-ëtsoa ka'ng?
B: Ka-[merôhô].

M-5

bohôbê	Bohôbê bo-ëtsoa ka-phofo ea-körö kapa ea-pööne?	bread	Is bread made with wheat flour or corn flour?
papa	Papa e-ëtsoa ka-phofo ea-körö kapa ea-pööne?	porridge, (solid)	Is porridge made with wheat flour or corn flour?
motôhô	Motôhô o-ëtsoa ka-phofo ea-körö kapa ea-pööne?	sour porridge (liquid)	Is sour porridge made with wheat flour or corn flour?

C-3

A: [Motôhô] o-ëtsoa ka-phofo
ea-körö kapa ea-pööne?

B: Ea-pööne.
Or: O-ëtsoa ka-phofo ea-pööne.

M-6

setulô	Setulô se-ëtsoa ka-lifatê.	chair	A chair is made with wood.
selëi	Selëi se-ëtsoa ka-lifatê.	sledge	A sledge is made with wood.

C-4

A: [Setulô] se-ëtsoa ka'ng?

B: Ka-lifatê.

C-5

S: [Bohôbê] bö-ëtsoa joang? How is bread made?

T: [ ]

Cycle 94 I'm taking this apple to the teacher.

M-1

apolê	Kę-isa apolê ëna ho-tichêrê.	apple	I'm taking this apple to the teacher.
buka	Kę-isa buka ëna ho-tichêrê.	book	I'm taking this book to the teacher.
khalase	Kę-isa khalase ëna ho-tichêrê.	glass	I'm taking this glass to the teacher.

* * * * * * * *

setšoantšô	Kę-isa setšoantšô sëna ho-tichêrê.	picture	I'm taking this picture to the teacher.
sejana	Kę-isa sejana sëna ho-tichêrê.	dish	I'm taking this dish to the teacher.
seêta	Kę-isa seêta sëna ho-tichêrê.	shoe	I'm taking this shoe to the teacher.

* * * * * * * *

lebese	Kę-isa lebese lëna ho-tichêrê.	milk	I'm taking this milk to the teacher.
lengôlô	Kę-isa lengôlô lëna ho-tichêrê.	letter	I'm taking this letter to the teacher.
lefiêlô	Kę-isa lefiêlô lëna ho-tichêrê.	broom	I'm taking this broom to the teacher.

C-1

A: U-ea kae?

B: Kę-isa [apolê ëna] ho-[tichêrê].

M-2

apolê	Ke̱-apolê ea-mang ëë?	apple	Whose apple is this?
setšoantšô	Ke̱-setšoantšô sa-mang sëë?	picture	Whose picture is this?
lengôlô	Ke̱-lengôlô la-mang lëë?	letter	Whose letter is this?
thipa	Ke̱-thipa ea-mang ëë?	knife	Whose knife is this?

C-2

A: Ke̲-[apolê ea]-mang[ëë]?

B: Ke̲-[apolê ea]-[tichêrê].

Or: Ke̲-[ea]-[tichêrê].

C-3

A:	Ke̲-thipa ea-mang ëë?	
B:	Ke̲-ea ka.	
A:	Ak'u nkalimê eôna.	
B:	U-e-isa kae?	
A:	Kȩ-il'ö ja lehapu.	I'm going to eat a watermelon.
B:	E-nkê.	Take it.
A:	Kȩa-lëboha.	

M-3

pênê	Pênê ea-Thêkô e-kae?	pen	Where is Theko's pen?
buka	Buka ea-Thêkô e-kae?	book	Where is Theko's book?
khalase	Khalase ea-Thêkô e-kae?	glass	Where is Theko's glass?

C-4

A:	[Pênê ea]-Thêkô[e]-kae?	
B:	Ke̲-ëna.	Here it is.

M-4

apolê	Apolê ëna ke̲-ea-Thêkô.	apple	This apple is Theko's.
buka	Buka ëna ke̲-ea-Thêkô.	book	This book is Theko's.
khalase	Khalase ëna ke̲-ea-Thêkô.	glass	This glass is Theko's.

M-5

buka	Buka eë ke̲-ea-mang?	This book is whose?
setšoantšô	Setšoantšô seë ke̲-sa-mang?	This picture is whose?
lengôlô	Lengôlô leë ke̲-la-mang?	This letter is whose?

C-2

A: Ke̲-[apolê ea]-mang[ëë]?

B: Ke̲-[apolê ea]-[tichêrê].

Or: Ke̲-[ea]-[tichêrê].

C-3

A: Ke̲-thipa ea-mang ëë?	
B: Ke̲-ea ka.	
A: Ak'u nkalimê eôna.	
B: U-e-isa kae?	
A: Kȩ-il'ö ja lehapu.	I'm going to eat a watermelon.
B: E-nkê.	Take it.
A: Kȩa-lëboha.	

M-3

pênê	Pênê ea-Thêkô e-kae?	pen	Where is Theko's pen?
buka	Buka ea-Thêkô e-kae?	book	Where is Theko's book?
khalase	Khalase ea-Thêkô e-kae?	glass	Where is Theko's glass?

C-4

A: [Pênê ea]-Thêkô[e]-kae?	
B: Ke̲-ëna.	Here it is.

M-4

apolê	Apolê ëna ke̲-ea-Thêkô.	apple	This apple is Theko's.
buka	Buka ëna ke̲-ea-Thêkô.	book	This book is Theko's.
khalase	Khalase ëna ke̲-ea-Thêkô.	glass	This glass is Theko's.

M-5

buka	Buka eë ke̲-ea-mang?		This book is whose?
setšoantšô	Setšoantšô seë ke̲-sa-mang?		This picture is whose?
lengôlô	Lengôlô leë ke̲-la-mang?		This letter is whose?

C-5

A: [Buka ëë] ke̲-[ea]-mang?

B: [Buka ëna] ke̲-[ea]-[Thêkô].

C-6

A: K&#101;̲-setšoantšô sa-mang sëë?	Who does this picture belong to?
B: Se-kae?	
A: Ke̲-sëna.	
B: Ha̲-ke̲-tsebe. Kea-khôloa ke̲-sa-Phiri.	

C-7

A: Ke̲-setšoantšô sa-mang sëë?	Who is this picture of?
B: Ke̲-sa-[tichêrê ea-ka].	It's (a picture) of my teacher.

Cycle 95 A cattle kraal

Use picture number 4 for the following:

Mӧna ke̱-lithaba tsa-Lesotho.	Here are the mountains of Lesotho.
Ho-na le-lehloa holima lithaba.	There is snow on the mountains.
Tlasa lithaba ho-na le-matlo.	Below the mountains there are houses.
Pela matlo ho-na le-lesaka.	Near the houses there is a kraal.
Ke̱-lesaka la-likhӧmo.	It's a cattle kraal.
Likhӧmo li-tëng ka-sakëng.	There are cattle in the kraal.
Li-ëme ka-hara lesaka.	They are standing in the kraal.
Motho o-ëme kantlê pela ntlo.	A person is standing outside near the house.
Kȩ-khôloa hore ke̱-molisana oa-tsôna.	I think that he's their (the cattle's) herdboy.

Likhӧmo ke-liphôôfôlô tsa-bohlôkoa	Cows are important animals in Lesotho.
Lesotho. Basotho ba-li-rata haholo.	The Basotho like them very much.
Ba-lema ka-tsôna.	They plough with them.
Ba-thotha ka-tsôna.	They "carry home the harvest" with them.
Ba-ja lebese la-tsôna.	They drink their milk.
Baa-li-baballa.	They take care of them.
Hosëng molisana o-li-isa nahëng.	In the morning a herdboy takes them to
Li-fula letsatsi lohlë.	to the country. They graze all day.
Mantsiboea li-ea haë.	In the evening they go home.
Bosiu li-rôbala ka-sakëng.	At night they sleep in the kraal.

Q-1

T: U-bôna'ng mö̧ö̱?

S_1: Kȩ-bôna lithaba.

S_2: Kȩ-bôna matlo.

S_3: Kȩ-bôna motho.

S_4: Kȩ-bôna likhӧmo.

S_5: Kȩ-bôna lesaka.

Q-2

T:	Ho-na le'ng holima lithaba?	What is there on the mountains?
S:	Holima lithaba ho-na le-lehloa.	On the mountains there is snow.

Q-3

T:	Ak'u balê matlo ana.	Please count these houses.
S:	Nngoe, pëli, tharo, nnê, hlaho.	

Q-4

T:	Motho o-ëme kae?	
S:	O-ëme kantlê, pela ntlo.	
	Or: Kantlê, pela ntlo.	
T:	Ke̲-mang? Naa ua-mo-tseba?	
S:	Hḁ-ke̲-mo-tsebe, fêêla ke̥-khôloa hore ke̲-molisana.	

Q-5

T:	Molisana o-lisa'ng?	What does the boy herd?
S:	Ke̥-khôloa hore o-lisa likhömo.	
T:	Li-kae?	Where are they?
S:	Li-ka-sakëng.	
	Or: Li-ka-hara lesaka.	

Q-6

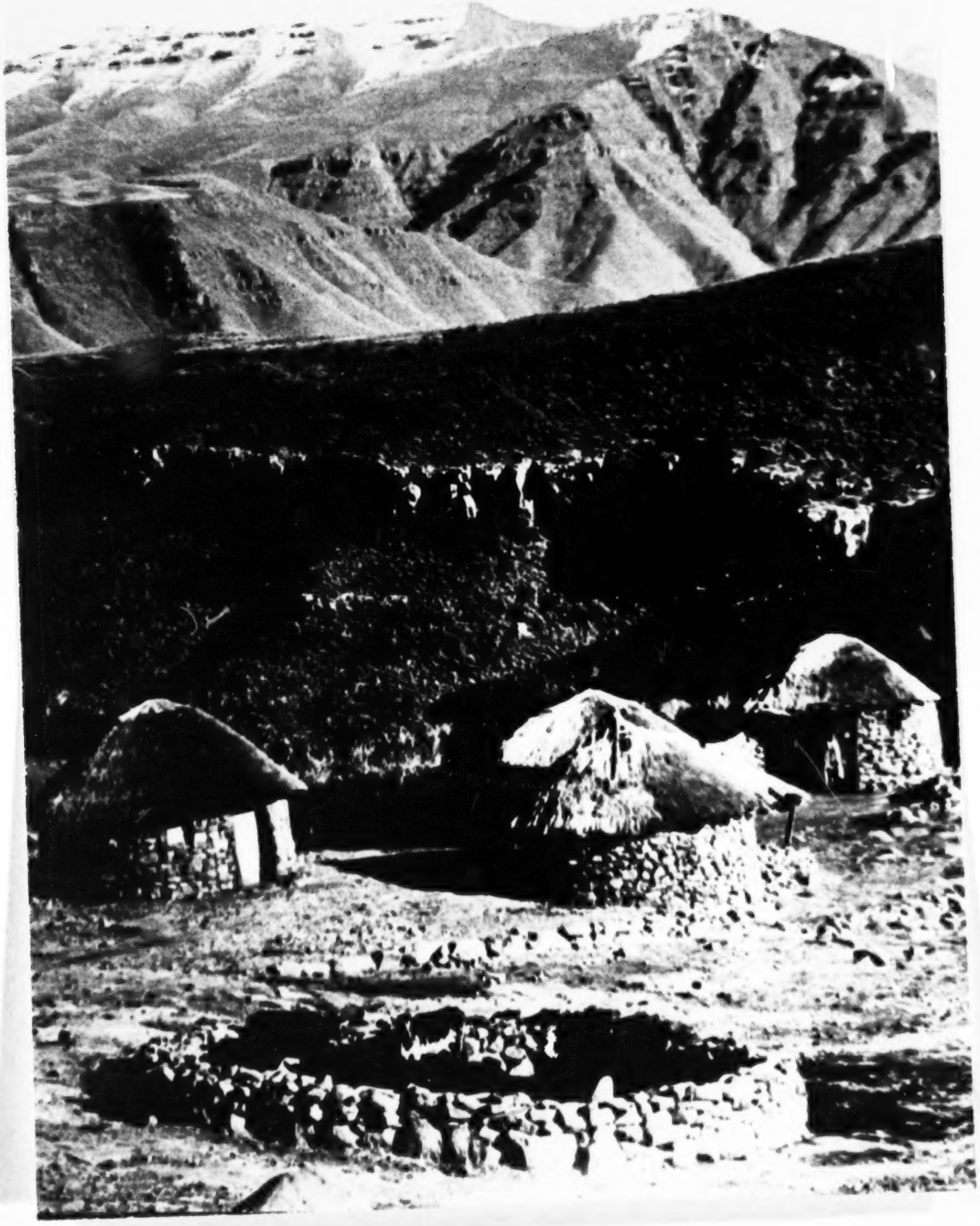
T:	Naa likhömo ke̲-liphôôfôlô tsa-bohlôkoa Lesotho?	
S:	Ëë.	
T:	Naa Basotho ba-li-rata haholo kapa hḁ-ba̲-li-rate haholo?	
S:	Ba-li-rata haholo.	
T:	Ba-ëtsa'ng ka-tsôna?	What do they do with them?
S_1:	Ba-lema ka-tsôna.	
S_2:	Ba-thotha ka-tsôna.	
S_3:	Ba-ja lebese la-tsôna.	

Q-7

T: Naa molisana o-li-isa nahëng?
S: Eë.
T: O-li-isa nahëng hosëng kapa mantsiboea?
S: O-li-isa hosëng.
T: Li-ea haë neng?
S: Li-ea haë mantsiboea.

Q-8

T: Bosiu likhömo li-rôbala kae?
S: Li-rôbala ka-sakëng.
T: Motšeare li-fula kae?
S: Li-fula nahëng.
Or: Motšeare li-fula nahëng.



Picture Number Four (Cycle 95) W. v. d. Kallen, N. V. F.

Cycle 96 Where is the john?

M-1

matloana	Matloana a-hokae?	little houses	In what place are the "little houses"?
lebênkêlê	Lebênkêlê le-hokae?	store	In what place is the store?
kêrêkê	Kêrêkê e-hokae?	church	In what place is the church?
mmaraka	Mmaraka o-hokae?	market	In what place is the market?

M-2

böntša	Kȩ-tla u-böntša.	show	I'll show you.
isa	Kȩ-tla u-isa	take	I'll take you.

C-1

A:	[Matloana a]-hokae?	
B:	Ha̱-rȩ-eê. Kȩ-tla u-[böntša].	Let's go. I'll show you.

C-2

A: Kêrêkê e-hokae?

B: U-batla ho-ea kërëkëng?

A: Ëë.

B: Ho-lokilë, kȩ-tla ea le-uêna ka-Söntaha.

C-3

A:	Lebênkêlê le-hokae?	
B:	U-le-isa kae?	What do you want the store for (idiom)?
A:	Kȩ-batla ho-rêka [koae].	
B:	Êma hannyane, kȩ-tla u-isa.	Wait a little. I will take you.
A:	Le-holê? Or: Ke̱-holê?	Is it (the store) far? Or: Is it (the distance) far?
B:	Ha̧-se̱-holê haholo. Re-tla fihla kapele.	It is not far. We will arrive quickly.

C-4

A: U-ea kae?

B: Kę-ea mmarakëng.

A: Ke̱-hokae mmarakëng? Kę-batla ho-ea le-uêna.

B: Ho-lokilë, ha̱-rę-eê. Hą-se̱-holê.

C-5

A:	[Pêntšêlê] e-kae?	Where is a [pencil]?
B:	E-tëng [tafolëng].	It is [on the table].
A:	(Goes to table; does not see it) E-hokae?	In what place is it?
B:	E-ka-tlasa [buka].	It is under the [book].
A:	(Finds it) Ŏö, ke̱-ëna.	

Cycle 97 This house is built with stone.

Use pictures 2 and 4 with the following.

M-1

majoê	Ntlo ëna e-hahiloë ka-majoê.	stones	This house is built with stone.
setene	Ntlo ëna e-hahiloë ka-setene.	brick, block	This house is built with brick.
makotê	Ntlo ëna e-hahiloë ka-makôtê.	earth	This house is built with earth.

C-1

A: Ntlo ëë e-hahilöe ka'ng? What is this house made of?
B: Ntlo ëna e-hahilöe ka-[majoê]. This house is made of [stone].

C-2

T: Ntlo ea-hao e-hahilöe ka'ng?
S: Ntlo ea-ka e-hahilöe ka-[setene].
Or: E-hahilöe ka-[setene].

C-3

T: Lesaka lëë le-hahiloë ka'ng? What is this kraal made of?
S: Le-hahiloë ka-majoê.

M-2

majoê	Majoê a-sëbëlisoa ho-haha.	stones	Stones are used for building.
setene	Setene se-sëbëlisoa ho-haha.	brick	Brick is used for building.
makôtê	Makôtê a-sëbëlisoa ho-haha.	earth	Earth is used for building.

C-4

T: [Setene] se-sëbëlisoa ho-ëtsa'ng?
S: Se-sëbëlisoa ho-haha.
Or: Ho-haha.

M-3

leloala	Leloala le-sëbëlisoa ho-sila.	mill, mill-stone	A mill is used for ginding.
tšilô	Tšilô e-sëbëlisoa ho-sila.	grinding stone	A grinding stone is used for grinding.

C-5

T: [Leloala] le-sëbëlisoa ho-ëtsa'ng?

S: Ho-sila.

M-4

sethêbê	Sethêbê se-sëbëlisoa ho-tšêla phofo.	mat	A mat is used to contain flour.
sekôtlôlô	Sekôtlôlô se-sëbëlisoa ho-tšêla phofo.	basin	A basin is used to contain flour.
sejana	Sejana se-sëbëlisoa ho-tšêla phofo.	dish	A dish is used to contain flour.

C-6

T: [Sethêbê] se-sëbëlisoa ho-ëtsa'ng?

S: Ho-tšêla phofo.

C-7

Use picture 2 for the following:

T:	Möö kobô e-sëbëlisoa ho-ëtsa'ng?	What is a blanket used for here?
S:	E-sëbëlisoa ho-tlama ngoana.	It is used to tie a baby on the back.

M-5

John	John o-tla nyala neng?	John	When will John marry?
Susan	Susan o-tla nyaloa neng?	Susan	When will Susan get married?
Ann	Ann o-tla nyaloa neng?	Ann	When will Ann get married?
Bill	Bill o-tla nyala neng?	Bill	When will Bill marry?

C-8

A: [John] o-tla nyala neng?

B: Ka-mosô. Sometime (in the future).

A: [Susan] eêna o-tla nyaloa neng?

B: Le-eêna o-tla nyaloa ka-mosô.

C-9

[Ann]: [Bill], u-tla nyala neng?

[Bill]: Ka-mosô. Uêna u-tla nyaloa neng?

[Ann]: Hą-ke̱-batle ho-nyaloa.

Cycle 98 What are you going to do with it?

M-1

lefiȇlô	U-le-isa kae?	broom	What are you going to do with it?
setulô	U-se-isa kae?	chair	What are you going to do with it?
pênê	U-e-isa kae?	pen	What are you going to do with it?
molamu	U-o-isa kae?	stick	What are you going to do with it?
mollô	U-o-isa kae?	match	What are you going to do with it?

C-1

A:	Mphê [lefiȇlô].	Give me a [broom].
B:	U-[le]-isa kae?	What are you going to do with [it].
A:	Kẹ-batla ho-[fiȇla].	I want to [sweep].

M-2

lehe	U-le-isa kae?	egg	What are you going to do with it?
rëisi	U-e-isa kae?	rice	What are you going to do with it?
teë	U-e-isa kae?	tea	What are you going to do with it?
sejana	U-se-isa kae?	dish	What are you going to do with it?
mose	U-o-isa kae?	dress	What are you going to do with it?

C-2

A: Mphê [lehe].
B: U-[le]-isa kae?
A: Kẹ-il'ö [le]-[phêha].

C-3

A:	Kȩ-batla [mookamëli]	I'm looking for the director.
B:	U-mo-isa kae?	What do you want with him?
A:	Kȩ-batla [ho-mo-fa buka ëna].	

C-4

A: U-batla'ng?
B: [Setulô].
A: U-se-isa kae?
B: Kȩ-batla ho-[lula].

M-3

ho-uêna	Naa chêlêtê e-tëng ho-uêna?	with you	Do you have any money with you? (lit: Money it-is-present with-you?)
ho-eêna	Naa chêlêtê e-tëng ho-eêna?	with him	Does he have any money with him?
ho-lona	Naa chêlêtê e-tëng ho-lona?	you (pl)	Do you have any money with you?
ho-bôna	Naa chêlêtê e-tëng ho-bôna?	with them	Do they have any money with them?

C-5

A: Naa chêlêtê e-tëng ho-uêna?
B: U-e-isa kae?
A: Kȩ-batla ho-rêka lipömpöng.
B: Lipömpöng u-li-isa kae?
A: Kȩ-il'ö li-fa bana.
B: Nka. K̲e̲-ëna.
A: Kȩa-lëboha.

M-4

mö̧ö̲?	Naa pênê e-tëng ho-uêna mö̧ö̲?	here?	Do you have a pen with you here?
möna	Pênê e-tëng ho-uêna möna.	here	You have a pen with you here.

C-6

A:	Naa pênê e-tëng ho-uêna mö̥ö̱?	Do you have a pen with you here?
B:	Ëë,e-tëng.	
A:	Ak'u nkalimê eôna.	
B:	U-e-isa kae?	
A:	Ke̥-batla ho-ngôla lengôlô.	
B:	Nka. Ke̱-ëna.	

C-7

A:	Ke̥-batla ho-tsuba, fêêla hḁ-ke̱-na koae.	
B:	Koae e-tëng ho-nna möna.	I have tobacco with me here.
A:	Naa le-mollô o-tëng ho-uêna?	Do you have a match?
B:	Ëë, o-tëng.	Yes, I have (lit: It is present).

C-8

A:	Naa buka ea-ka e-ho-uêna?	Do you have my book with you?
B:	Buka efe?	Which book?
A:	Ea-Sesotho.	The Sesotho one (lit: of Sesotho).
B:	Ê-ê, hḁ-e̱-ho-nna.	No, I don't have it with me.
A:	E-ho-mang?	Who has it?
B:	Hḁ-ke̱-tsebe hore naa e-ho-mang.	I don't know who has it.

Cycle 99 Introductions: Meet my friend.

C-1

Thabô:	(Walking with Thêbê meets Phiri) Lumêla Phiri.	
Phiri:	Ëë, lumêla Thabô.	
Thabô:	U-phela joang?	
Phiri:	Kȩa-phela, uêna u-phela joang?	
Thabô:	Kȩa-phela le-nna. Naa u-tseba motsoallê oa-ka Thêbê?	Me too, I'm fine. Do you know my friend Thebe?
Phiri:	Ê-ê, hą-ke̲-mo-tsebe.	
Thabô:	Ke̲-Thêbê Molefi.	He is Thebe Molefi.
Phiri:	Kȩa-lëboha. (Phiri and Thêbê shake hand). Nna lebitsô la-ka kȩ-Phiri Nkau.	
Thêbê:	Kȩa-lëboha. Kȩ-thabêla ho-u-tseba. U-ahilë kae joalë?	Thanks. I'm pleased to know you. Where do you live (lit: have built?)
Phiri:	Kȩ-ahile Pêka koana.	I live over in Peka.
Thêbê:	Öö, ke̲-hantlê. Nna kȩ-ahile koana Mafetëng.	
Phiri:	Ke̲-hantlê. Kȩa-lëboha.	

C-2

Moëti:	(Walking with a volunteer meets Tšelisô Mohapi). Lumêla Mr. Mohapi.	
Mohapi:	Lumêla Mr. Moëti.	
Moëti:	U-kae?	
Mohapi:	Kȩ-tëng, uêna u-kae?	
Moëti:	Kȩ-tëng. Tseba motsoallê enoa oa-ka.	I'm okay. Meet (lit: know) my friend.
Mohapi:	Ëë.	
Moëti:	Ke̲-Mr. [Smith]. O-tsoa Amërika; ke̲-moithaopi.	
Mohapi:	Kȩa-leböha.	
Moëti:	Mr. [Smith], ënoa ke̲-Mr. Mohapi. ([Smith] and Mohapi shake hands.)	Mr. [Smith], this is Mr. Mohapi.

Mohapi:	U-fihlilë neng Lesotho mǫ̈ö̲ Mr. [Smith]?	When did you arrive here in Lesotho, Mr. [Smith].
[Smith]:	Kȩ-fihlilë khalê, ka-Tšitoë.	I arrived a long time ago, in December.
Mohapi:	Efêla ke̲-khalê. Ho-joang, naa ua-rata Lesotho mǫ̈ö̲?	Really it is long ago. How is it, do you like it here in Lesotho?
[Smith]:	Ëë, kȩa-rata.	
Mohapi:	Ke̲-hantlê.	
Mohapi:	(To Moeti) joalë le-ea kae?	
Moëti:	Re-ea mmarakeng.	
Mohapi:	Ke̲-hantlê. Kȩ-tla le-bôna hapê.	
Moëti:	Ho-lokilë.	

M-1

u-thusa	[John] o-tla u-thusa.	help you	[John] will help you.
u-chakêla	[John] o-tla u-chakêla.	visit you	[John] will visit you.
u-tšêha	[John] o-tla u-tšêha.	laugh at you	[John] will laugh at you.
u-thabisa	[John] o-tla u-thabisa.	amuse, entertain you	[John] will amuse you.

* * * * * * * *

nthusa	[John] o-tla nthusa?	help me	[John] will help me?
nchakêla	[John] o-tla nchakêla?	visit me	[John] will visit me?
ntšêha	[John] o-tla ntšêha?	laugh at me	[John] will laugh at me?
nthabisa	[John] o-tla nthabisa?	amuse me	[John] will amuse me?

C-1

A: [Susan], [John] o-tla u-[thusa].
[Susan]: [John] o-tla [nthusa]?
A: Eë, o-tla u-[thusa].

M-2

nthusa	U-tla nthusa neng?	help me	When will you help me?
nchakêla	U-tla nchakêla neng?	visit me	When will you visit me?

C-2

A: U-tla [nthusa] neng?
B: Kȩ-tla u-[thusa] [ka-Sontaha].

C-3

A:	U-tla nchakêla neng?	
B:	Kȩ-tla tla [ka-Sontaha]	I will come [on Sunday].
A:	U-tla fihla ka-nakô efe?	What time will you arrive?
B:	Kȩ-tla leka ho-fihla [ka-12:00].	I will try to arrive [at 12:00].
A:	Ho-lokilë.	

C-4

A:	Ak'u nkalimê pêrê.	
B:	U-e-isa kae?	What do you want to do with it?
A:	Kẹ-batla ho-ithuta ho-palama.	
B:	Hạ-ke̲-na pêrê. Kalima ea-Phiri.	I don't have a horse. Borrow Phiri's.
A:	Naa o-tla nkalima?	Will he lend (it) to me?
B:	Ëë, o-tla u-kalima.	Yes, he will lend (it) to you.

C-5

A:	Naa u-tla nthusa ho-hlatsoa lijana?	
B:	Hôna joalë hạ-ke̲-na nakô.	Right now I don't have time.
A:	Öö, u-tla fumana nakô neng?	When will you find time?
B:	Kẹa-khôloa kẹ-tla e-fumana motšeare.	I think I'll find it during the day.
A:	Öö, joalë u-tla tseba ho-nthusa motšeare?	Oh, then you will be able to help me during the day?
B:	Ëë, kẹ-khôloa hore kẹ-tla tseba ho-u-thusa.	Yes, I think I'll be able to help you.
A:	Kẹ-tla lëboha haholo.	

C-6

A & B GREETING EXCHANGE

A:	Naa ua-ntseba?	
B:	Ëë, kẹa-u-tseba, fêêla hạ-ke̲-tsebe lebitsô la-hao. Uêna naa ua-ntseba?	
A:	Ëë, nna kẹ-u-tseba hantlê. U-[Thabô]. Hạ-u̲-eêna?	Yes, I know you well. You are [Thabo]. Aren't you (him)?
B:	Efêla ua-ntseba. Ke̲-eêna. Uêna, hana lebitsô la-hao u-mang?	Indeed you know me. I'm him (Thabo). By the way, what's your name (again)?
A:	Nna lebitsô la-ka ke̲-[Bill].	
B:	Öö, kẹa-le-hopola joalë.	Oh, I remember it now.

Cycle 101 Numbers: Counting people, animals and things.

C-1

T:	Naa u-tseba ho-bala ka-Sesotho?	
S:	Ho-bala buka kapa eng?	To read books or what?
T:	Ho-bala lipalô.	To count numbers.
S.	E-seng hantlê.	Not very well.
T:	Ak'u balê ho-fihla ho-leshomê.	Please count up to ten.
S:	(Using the fingers) Nngoe, pëli, tharo, nnê, hlano, tšelêla, supa, robëli, robong, leshomê.	

E-1

Listen to the following phrases and indicate with your fingers (in Sesotho fashion) the number of people involved.

Teacher	Response
batho ba-babëli	2
baithaopi ba-bararo	3
baokamëli ba-banê	4
banna ba-bahlano	5
basali baa-supilëng	7
bahlankana baa-robong	9
Basotho baa-leshomê	10
barutuoa baa-robëli	8
batho ba-babëli	2
barutuoa baa-robëli	8
batho ba-babëli	2
barali baa-tšelëtseng	6
banna ba-bahlano	5
baokamëli ba-banê	4
baithaopi ba-bararo	3
barali baa-tšelëtseng	6
basali baa-supilëng	7
barutuoa baa-robëli	8
bahlankana baa-robong	9
Basotho baa-leshomê	10

E-2

Listen to the following phrases and indicate with your fingers the number of objects described.

Teacher	Response
linku tsë-pëli	2
libuka tsë-tharo	3
litichêrê tsë-nnê	4
litôrôpô tsë-hlano	5
libëkë tsëë-supilëng	7
likhoëli tsëë-robëli	8
libôlô tsëë-robong	9
likatse tsëë-leshomê	10
likatiba tsëë-tšelëtseng	6
linku tsë-pëli	2
likhoëli tsëë-robëli	8
linku tsë-pëli	2
likhoëli tsëë-robëli	8
libôlô tsëë-robong	9
likatse tsëë-leshomê	10
litichêrê tsë-nnê	4
litôrôpô tsë-hlano	5
likatiba tsëë-tšelëtseng	6
libuka tsë-tharo	3

E-3

Listen to the following sentences and indicate with your fingers the number of people involved.

Teacher	Response
Kȩ-bôna baithaopi ba-bararo.	3
Kȩ-batla bahlankana ba-bahlano.	5
Kȩ-ruta baithaopi baa-supilëng.	7
Kȩ-thusa batho baa-robëli.	8
Kȩ-tseba basali ba-babëli.	2
Kȩ-thusa batho baa-robëli.	8
Kȩ-rata bana baa-robong.	9

Kẹ-bitsa bana baa-leshomê.	10
Kẹ-tseba basali ba-babëli.	2
Kẹ-botsa banna ba-banê.	4
Kẹ-rata baroëtsana baa-tšelëtseng.	6
Kẹ-ruta baithaopi baa-supilëng.	7
Kẹ-bitsa bana baa-leshomê.	10
Kẹ-rata bana baa-robong.	9
Kẹ-botsa banna ba-banê.	4
Kẹ-batla bahlankana ba-bahlano.	5
Kẹ-rata baroëtsana baa-tšelëtseng.	6
Kẹ-bôna baithaopi ba-bararo.	3

Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Kẹ-bôna baithaopi ba-bararo.
S: Three volunteers.

E-4

Listen to the following sentences and indicate with your fingers the number of objects involved.

Teacher	Response
Re-na le-litichêrê tsë-nnê.	4
Re-na le-likatiba tsëë-tšelëtseng.	6
O-na le-liapolê tsëë-robëli.	8
O-na le-litja tsë-pëli.	2
Ba-na le-likhömo tsëë-robong.	9
Ba-na le-linku tsëë-leshomê.	10
Kẹ-na le-likölöi tsë-tharo.	3
Kẹ-na le-libuka tsë-hlano.	5
Ba-na le-lipêrê tsëë-supilëng.	7
Ba-na le-linku tsëë-leshomê.	10
Ba-na le-likhömo tsëë-robong.	9
O-na le-liapolê tsëë-robëli.	8
Ba-na le-lipêrê tsëë-supilëng.	7
Kẹ-na le-likölöi tsë-tharo.	3
Re-na le-litichêrê tsë-nnê.	4
Kẹ-na le-libuka tsë-hlano.	5
Re-na le-likatiba tsëë-tšelëtseng.	6

Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Re-na le-litichêrê tsë-nnê.
S: Four teachers.

E-5

The numbers from 12 to 17 are as follows:

leshomê lëë-metso e-mmëli	12
leshomê lëë-metso e-meraro	13
leshomê lëë-metso e-menê	14
lesnomê lëë-metso e-mehlano	15
leshomê lëë-metso e-tšelëtseng	16
leshomê lëë-metso e-supilëng	17

Practice identifying the numbers 12 to 17, giving a verbal response in English.

Teacher	Response
leshomê lëë-metso e-mehlano	15
leshomê lëë-metso e-meraro	13
[ ]	[ ]

M-1

thusa	nthusa	help	help me
chakêla	nchakêla	visit	visit me
tšêha	ntšêha	laugh at	laugh at me
thabisa	nthabisa	amuse	amuse me
tseba	ntseba	know	know me

* * * * * * * * *

kalima	nkalima	lend	lend me
kopa	nkopa	ask, beg	ask me

C-1

A:	[Susan], [John] o-u-kopa ho-mo-thusa.	[Susan], [John] is asking you to help him.
[Susan]:	O-nkopa ho-mo-thusa ka'ng?	He is asking me to help him with what?
A:	Ho-mo-thusa ho-[hlatsoa lijana].	

M-2

ruta	nthuta	teach	teach me
rata	nthata	love	love me
raha	nthaha	kick	kick me
roma	nthoma	send	send me

C-2

A: [Susan], [Thabô] o-tla u-ruta [ho-palama].

[Susan]: O-tla nthuta ho-palama neng?

A: Hosasa.

C-3

A:	Pêrê ëna e-tla u-raha.	This horse will kick you.
B:	E-tla nthaha?	Will he kick me?
A:	Ëë, ea-raha.	Yes, he kicks.
B:	Öö! Hḁ-ke̱-batle ho-e-palama hêê.	Oh, I don't want to ride him then.

C-4

A:	Kȩ-batla ho-u-roma hôna joalë.	I want to send you right away.
B:	U-batla ho-nthoma kae?	Where do you want to send me?
A:	[Lebënkëlëng].	
B:	Öö, ho-lokilë.	

M-3

lata	ntata	fetch	fetch me
lefa	ntefa	pay	pay me
loma	ntoma	bite	bite me
lula	ntula	sit	sit on me
leka	nteka	try	tempt me

C-5

A:	Kȩ-tla u-isa [ngakëng] ka-kölöi.	I'll take you to the doctor's place by car.
	[Bill] o-tla u-lata.	[Bill] will fetch you.
B:	O-tla ntata neng?	When will he fetch me?
A:	[Motšeare].	[In the afternoon].
	Or: Ka-[1:00].	Or: At[1:00].

C-6

A:	Ak'u nthusê ho-fiêla ntlo ëna.	Help me to sweep this house.
	Kȩ-tla u-lefa.	I'll pay you.
B:	U-tla ntefa neng?	When will you pay me?
A:	Hosasa.	

M-4

shapa	nchapa	beat, whip	beat me
shêba	nchêba	watch	watch me

C-7

A:	[Susan], [John] o-u-shëbilë.
[Susan]:	O-nchëbilë?
A:	Ëë.
[Susan]:	O-nchêba kamehla. Kȩa-bôna oa-nthata.

Cycle 103 It is said you should go home.

M-1

tla	E-re a-tlê lapëng.	come	Say that he should come home.
sala	E-re a-salê lapëng.	stay	Say that he should stay home.
ea	E-re a-eê lapëng.	go	Say that he should go home.

M-2

Linêô	Linêô o-ha-Mphô.	Dineo	Dineo is at Mpho's.
John	John o-ha-tichêrê.	John	John is at the teacher's (place).

C-1

[Mmê]: [Lineô] o-kae?

A: O-ha-[Mphô].

[Mmê]: E-re a-[tlê] [lapëng].

M-3

tla	Ho-thoe u-tlê lapëng.	come	It is said: you should come home.
sala	Ho-thoe u-salê lapëng.	stay	It is said: you should stay home.
ea	Ho-thoe u-eê lapëng.	go	It is said: you should go home.

* * * * * * * *

phakisa	Ho-thoe u-phakisê.	hurry	It is said: you should hurry.
khutla	Ho-thoe u-khutlê.	return	It is said: you should return.

C-2

A: Ho-thoe u-eê lapëng.

B: Ke-mang?

A: Ke-mmê.

B: Kȩa-tla.

A: Ho-thoe u-phakisê.

C-3

A: Ho-thoe re-balê buka ëna.

B: Buka efe?

A: Ëna ea-Sesotho.

B: K̲e-mang?

A: K̲e-tichêrê.

C-4

T:	(to Bill) [John] o-ea kae?	
Bill:	O-ea haë.	
T:	O-il'ö ëtsa'ng?	
Bill:	O-il'ö lata pênê ea-hae.	
T:	E-re a-khutlê, ke̡-tla mo-kalima pênê.	

* * * * * * * * *

Bill:	[John], ho-thoe u-khutlê.	
[John]	Ke̡-tla ngôla ka'ng?	
Bill:	Tichêrê o-re o-tla u-kalima pênê.	The teacher says: he will loan you a pen.

C-5

A:	Ho-thoe re-aparê likobô.	
B:	Hobane'ng?	
A:	Hobane Basotho baa li-apara.	
B:	Empa ha̡-ho-bate.	But it isn't cold.
A:	Ëe ha̡-h̲o-bate fêêla ho-thoe re-li-aparê.	Yes, it isn't cold, but it is said that we should wear them.
B:	K̲e-mang?	
A:	K̲e-mookamëli.	
B:	Nna ha̡-k̲e-na kobô.	
A:	U-tla bolêlla mookamëli hore ha̡-u̲-na eôna.	You will tell the director that you don't have one.

C-6

A:	Ho-thoe rea-tsamaea hosasa.	
B:	Re-ea kae?	
A:	Re-ea Lesotho.	
B:	Ke̱-hantlê. Ho-thoe re-tsamaea ka-nakô efe?	Okay. It is said: we are going at what time?
A:	Ho-thoe re-tla tloha mӧna ka-8:00 mantsiboea.	

C-7

A:	Ho-thoe re-eӧ ja.	It is said: we should go eat.
B:	Lijô li-lokilë?	
A:	Ëë, ho-thoe li-lokilë, re-phakisê.	It is said: the food is ready, we should hurry.
B:	Ha̱-rȩ-eê.	

M-1

tla	U-tla ëtsa'ng?	come; will (future tense)	What will you do?
tsoa	U-tsoa ëtsa'ng?	come from	What do you come from doing?
leka	U-leka ho-ëtsa'ng?	try	What are you trying to do?
qêta	U-qêta ho-ëtsa'ng?	finish	What have you just done?

C-1

A: Naa u-tsoa pösöng?

B: Ëë.

A: U-tsoa ëtsa'ng? What do you come from doing?

B: Kę-tsoa pôsa mangôlô. I come from posting letters.

M-2

rêka	Kę-tsoa rêka.	buy	I come from buying.
bapala	Kę-tsoa bapala.	play	I come from playing.
ja	Kę-tsoa ja.	eat	I come from eating.

C-2

A: U-tsoa kae?

B: Kę-tsoa [k'hëfing].

A: U-tsoa rêka'ng?

B: Kę-tsoa rêka [tsoekere].

C-3

A: U-tsoa kae?

B: Kę-tsoa lebaleng. I come from the playground.

A: U-tsoa ëtsa'ng lebaleng? What do you come from doing at the playground?

B: Kę-tsoa bapala.

M-3

fihla	O-qêta ho-fihla hôna joalë.	arrive	He just arrived right now. (lit: He is finishing arriving right now.)
tsamaea	O-qêta ho-tsamaea hôna joalë.	go, walk	He just left right now.
tsoa	O-qêta ho-tsoa hôna joalë.	come from, go out	He just went out right now
ja	O-qêta ho-ja hôna joalë.	eat	He just ate right now.

C-4

A:	Naa [Thabô] o-khutlilë [lebënkëlëng]?	Has [Thabo] returned [from the store]?
B:	Ëë.	
A:	O-fihlilë neng?	
B:	O-qêta ho-fihla hôna joalë.	He just arrived right now.

C-5

A: [Bill] o-kae?

B: Hą-a̲-eô.

A: O-ilë kae?

B: O-ilë [Warner Springs].

A: O-ilë neng?

B: O-qêta ho-tsamaea hôna joalë.

C-6

A:	Naa lijô li-lokilë? Nna kę-lapilë.	
B:	Ëë, li-lokilë.	
A:	Ha̲-re-eö ja.	
B:	Nna kę-jelë.	Me, I have eaten.
A:	Ao! U-jelë neng?	Really?! When did you eat?
B:	Kę-qêta ho-ja hôna joalë.	

C-7 (A telephone conversation)

A:	Naa [Têllô] o-tëng mosëbëtsing?	
B:	Ëë, o-tëng fêêla hạ-a̱-eô ka-öfising hôna joalë.	Yes, he is here, only he is not in the office just now.
A:	O-ilë kae?	
B:	Hạ-ke̱ tsebe. O-qêta ho-tsoa hôna joalë.	I don't know. He just went out right now.
A:	Mo-bolêllê kẹ-batla ho-bua le-eêna.	Tell him I want to speak with him.
B:	Ho-lokilë. Kẹ-tla mo-bolêlla.	Okay. I will tell him.

M-4

ngôla	Kẹ-leka ho-ngôla.	write	I'm trying to write.
ithuta	Kẹ-leka ho-ithuta.	study	I'm trying to study.
phakisa	Kẹ-leka ho-phakisa.	hurry	I'm trying to hurry.

C-8

A: U-ëtsa'ng?

B: Kẹ-leka ho-ngôla Sesotho.

A: Ua-tseba ho-se-ngôla?

B: Hạ-ke̱-tsebe, kẹa-ithuta.

A: U-ithuta haholo?

B: Ëë, kẹ-leka ho-ithuta haholo.

C-9

A: U-ea kae?

B: Ke-ea pösöng.

A: Naa u-tla phakisa? Kẹ-batla ho-ea le-uena mmarakeng.

B: Ho-lokilë. Kẹ-tla leka ho-phakisa.

M-5

sëbëtsa	Naa u-qëtilë ho-sëbëtsa?	work	Are/have you finished working?
ja	Naa u-qëtilë ho-ja?	eat	Are/have you finished eating?
bua	Naa u-qëtilë ho-bua?	talk	Are/have you finished talking?

C-10

A:	Naa u-qëtilë ho-sëbëtsa?	Are you finished working?
B:	Ê-ê, hạ-ke̲a-qêta.	No, I am/have not finished.
A:	Naa u-sëbëtsa kapele?	Are you trying to work fast?
B:	Ëë, kę-leka ho-sëbëtsa kapele.	

Cycle 105 I have a head ache.

M-1

hlôôhô	Ke̥-tšoëroe ke-hlôôhô	head	I have a head ache. (lit: I'm seized by the head.)
mala	Ke̥-tšoëroe ke-mala.	bowls	I have a stomach ache.
leoto	Ke̥-tšoëroe ke-leoto.	foot, leg	I have a sore leg.
sefuba	Ke̥-tšoëroe ke-sefubu.	chest; chest cold	I have a cold.
fëbëru	Ke̥-tšoëroe ke-fëbëru.	fever	I have a fever.

C-1

A:	Molato ke'ng? Ua-kula?	What's wrong? (lit: Fault it is what?) Are you sick?
B:	Ëë, ke̥-tšoëroe ke-[hlôôhô].	

C-2

A: Molato ke'ng? U-tšoëroe ke-[sefuba]?

B: Ëë, haholo.

C-3

A:	U-jooa ke'ng?	What's wrong? (lit: You are being eaten by what?)
B:	Ke̥-tšoëroe ke-[hlôôhô].	

C-4

A: Molato ke'ng?

B: Ke̥a-kula.

A: Hao! U-jooa ke'ng?

B: Ke̥-tšoëroe ke-[hlôôhô].

A: Ke-hampe.

C-5

A: Naa [Bill] o-tla tlelaseng?

B: Hḁ-a-tle hobane oa-kula.

A: Hao! [Bill] oa-kula?

B: Ëë.

A: O-jooa ke'ng?

B: O-tšoëroe ke-[sefuba] haholo.

C-6

A:	[John] o-kae?	
B:	O-ilë ngakëng.	
A:	Oa-kula?	
B:	Ëë.	
A:	O-jooa ke'ng?	
B:	Ke̲-[mala].	

C-7

A:	[Tankisô] o-kae?	
B:	O-sepetlele; oa-kula.	He's at the hospital; he's sick.
A:	Ao! O-kula haholo?	
B:	Ëë.	
A:	O-jooa ke'ng?	
B:	Ho-thoe ke̲-fëbëru.	It is said he has fever.
A:	Ke̲-hampe hakaakang.	That's pretty bad.

Cycle 106 When will you vaccinate me?

M-1

utloa	nkutloa	hear	hear me
araba	nkaraba	answer	answer me
ênta	nkênta	vaccinate	vaccinate me
isa	nkisa	take to	take me to
ôtla	nkôtla	strike	strike me
êmêla	nkêmêla	wait for	wait for me

C-1

A: Naa u-tla [nkaraba]?
B: Ëë, kę-tla u-[araba].
A: U-tla [nkaraba] neng?
B: Ka-mosô.

C-2

Ngaka:	Ua-kula. Kę-tla u-ênta.	You are sick. I will innoculate you.
A:	Öö! U-tla nkênta neng?	
Ngaka:	Hôna joalë.	

C-3

A:	[Susan], [Ann] oa-u-bitsa.	
Susan:	O-nkisa kae?	What does she want me for (idiom)?
A:	Ha-kę-tsebe.	
Susan:	Kęa-tla.	

C-4

A:	Lebênkêlê le-hokae?	
B:	Kę-tla u-isa, êma hannyane.	I'll take you there. Wait a minute.
A:	U-tla nkisa lebënkëlëng?	Will you take me to the store?
B:	Ëë.	
A:	Kęa-leboha.	

M-2

supa	ntšupa	point	point at me.
sêba	ntšêba	slander	slander me.
siea	ntšiea	leave, out run	leave me.
sëbëlisa	ntšëbëlisa	use	use me
suna	ntšuna	kiss	kiss me

C-5

A:	Bill o-u-sêba ho-mookamëli.	Bill is slandering you to the director.
B:	Oa-ntšêba?	Is he slandering me?
A:	Ëë.	
B:	O-re kȩ-ëtsa joang?	What does he say I'm doing?
A:	O-re u-hana ho-sëbëtsa.	He says you refuse to work.
B:	Ke̲-hampe, hobane.hą-se̲-nnete.	

C-6

A:	[Susan], [Mphô] oa-u-siea.	[Susan], [Mpho] is leaving you.
Susan:	Oa-ntšiea?	Is she leaving me?
A:	Ëë, o-ea pösöng.	
Susan:	[Mphô], nkêmêlê. Kȩ-batla ho-ea le-uêna pösöng.	[Mpho], wait for me. I want to go with you to the post office.

C-7

A:	Kȩ-batla ho-sëbëtsa le-[Thabô].	I want to work with [Thabo].
B:	O-tla u-sëbëlisa haholo.	He will make you work very hard.
A:	O-tla ntšëbëlisa haholo? Ke̲-hampe, hobane hą-ke̲-batle ho-sëbëtsa haholo.	Will he make me work very hard?

To the teacher: Read the following to the class, checking on their comprehension of this monologue by asking questions.

C-1

Kamehla [John] oa-tsoha. Oa-apara.	Every day [John] gets up. He dresses.
O-lumëlisa metsoallê ea-hae.	He greets his friends.
O-ea lijöng le-bôna.	He goes to the dining hall with them.
Ha a-qêta ho-ja, o-ea tlelaseng.	When he finishes eating, he goes to class.
Ha a-fihla tlelaseng, o-lumëlisa tichêrê.	When he arrives at class, he greets the teacher.
O-lula fatše. Tichêrê o-mo-ruta Sesotho.	He sits down, the teacher teaches him Sesotho.
[John] o-ithuta Sesotho haholo.	[John] studies Sesotho very much.
O-leka ho-bua Sesotho le-tichêrê.	He tries to speak Sesotho with the teacher.
[John] le-metsoallê ea-hae ba-ea lijöng motšeare.	[John] and his friends go to the dining hall at noon.
Ha ba-qêta ho-ja, ba-boêla tlelaseng.	When they finish eating, they return to class.
Ba-mamêla tichêrê, joalë o-ba-botsa lipotsô.	They listen to the teacher, then he asks them questions.
Joalë sekölö sea-tsoa.	Then school is out. (lit. Then school goes out.)

C-2

Each student should either memorize the following or develop his own resumé of his daily activities.

Kamehla kẹa-tsoha. Kẹa-apara.
Kẹ-lumëlisa metsoallê ea-ka.
Re-ea lijöng.
Ha re-qêta ho-ja, re-nka libuka tsa-rona.
Re-ea sekölöng.

Ha̲ re̲-fihla tlelaseng, re-lumëlisa tichêrê.
Re-lula fatše. O-re-ruta Sesotho.
Re-tseba ho-bua Sesotho.
Re-se-bua haholo sekölöng.
Motšeare re-ea lijöng hapê.
Ha̲ re̲-qêta ho-ja, re-boêla tlelaseng.
Re-mamêla thutô ea-tichêrê.
Joalë sekölö sea-tsoa.

C-3

> The following is an interview between a Mosotho visitor to the training program and some of the students.

Mosotho:	Naa le-tseba ho-bua Sesotho?	
S1:	Ëë, fêêla ha̲-re̲-se-tsebe hantlê.	
Mosotho:	Le-ithuta sôna kae?	
S2:	Re-ithuta sôna hôna möna.	We study it right here.
Mosotho:	Le-ithuta sôna neng?	
S1:	Motšeare tlelaseng.	During the day in class.
Mosotho:	Le-tsoha neng?	
S2:	Re-tsoha hoseng ka-6:00.	
Mosotho:	Ha̲ le̲-qêta ho-tsoha, le-ëtsa joang?	
S1:	Rea-apara. Re-lumëlisa metsoallê ea-rona.	
S2:	Hapê re-ea lijöng.	
Mosotho:	Ha̲ le̲-qêta ho-ja, le-ëtsa joang?	
S1:	Ha̲ re̲-qêta ho-ja, re-nka libuka. Re-ea tlelaseng.	
Mosotho:	Ha̲ le̲-fihla tlelaseng, le-ëtsa joang?	
S2:	Ha̲ re̲-fihla tlelaseng, re-lumëlisa tichêrê. Re-lula fatše.	
S1:	Joalë tichêrê o-re-ruta Sesotho.	

Mosotho:	Motšeare le-ëtsa joang?	At noon what do you do?
S₁:	Motšeare re-ea lijöng hapê.	
Mosotho:	Hą́-le̲-tsoa lijöng, le-ëtsa joang?	
S₂:	Re-boêla tlelaseng.	
S₁:	Hą-re̲-fihla tlelaseng, re-rutoa Sesotho hapê. Joalë sekölö sea-tsoa.	When we arrive at class, we are taught Sesotho again.

M-1

apolê	Apolê ëno ke-ea-Bill.	apple	That apple is Bill's.
buka	Buka ëno ke-ea-Bill.	book	That book is Bill's.
khalase	Khalase ëno ke-ea-Bill.	glass	That glass is Bill's.

M-2

apolê	Apolê ëo ke-ea-mang?	apple	Whose apple is that?
buka	Buka ëo ke-ea-mang?	book	Whose book is that?
khalase	Khalase ëo ke-ea-mang?	glass	Whose glass is that?

C-1

A: [Apolê] ëo ke-ea-mang?

B: [Apolê] ëno ke-ea-[Bill].

Or: Ke-ea-[Bill].

C-2

A: [Bill] o-ea kae?

B: O-isa [apolê] ëno ho-[tichêrê]. He's taking that [apple] to the [teacher].

C-3

A: Ke-thipa ea-mang ëo? Whose knife is that?

B: Ke-ea-ka.

A: Ak'u nkalimè eôna.

B: U-e-isa kae? What do you want to do with it?

A: Kȩ-il'ö ja apolê ëna.

M-3

liapolê tsëë	Liapolê tsëë ke-tsa-mang?	these apples	Whose apples are these?
libuka tsëë	Libuka tsëë ke-tsa-mang?	these books	Whose books are these?
lipêrê tsëë	Lipêrê tsëë ke-tsa-mang?	these horses	Whose horses are these?

C-4

A: [Libuka] tsëë ke-tsa-mang?

B: Ëna ke-ea-[Bill], This one is [Bill's],

ëno ke-ea-[Ann]. that one is [Ann's].

M-4

sëë	Setulô sëë ke̲-sa-mang?	this	Whose chair is this?
sëo	Setulô seö ke̲-sa-mang?	that	Whose chair is that?

* * * * * * * * *

sëna	Setulô sëna ke̲-sa-[John].	this	This chair is [John's].
sëno	Setulô sëno ke̲-sa-[John].	that	That chair is [John's].

C-5

A: Setulô [sëë] ke̲-sa-mang?
B: Setulô [sëna] ke̲-sa-[John].
Or: Ke̲-sa-[John].

C-6

A: Ha̧-se̲-[setulô] sa-hao [sëno]. That chair isn't yours.
B: Ke̲-sa-mang?
A: Ke̲-sa-[Ann].

M-5

Use classroom objects to practice the following questions.

ëë	Nthô ëë ke̲'ng?	this	What is this thing?
ëo	Nthô ëo ke̲'ng?	that	What is that thing?

* * * * * * * * *

ëë	Ke'ng nthô ëë?	this	What is this thing?
ëo	Ke'ng nthô ëo?	that	What is that thing?

C-7

A: Nthô [ëë] ke̲'ng?
B: Ke̲-[buka].

M-6

lerata	Naa u-utloa lerata lëo?	noise	Do you hear that noise?
lebênkêlê	Naa u-bôna lebênkêlê lëo?	store	Do you see that store?
lebese	Naa u-noa lebese lëo?	milk	Are you drinking that milk?

C-8

A:	Naa u-utloa lerata lëo?	
B:	Ëë, ke̥a-le-utloa. Ke̲-la'ng?	Yes, I hear it. What is it? (lit: It is of what?)
A:	Hḁ-ke̲-tsebe fêêla ke̥-khôloa hore ke̲-baithaopi.	
B:	Ba-ëtsa joang?	
A:	Baa-bapala.	

Use picture number 5 for the following.

Mosali ënoa o-apëre kobô ë-ntlê.	This woman is wearing a nice blanket.
O-roëtse tuku.	She is wearing a headscarf.
O-roëtse nkhô hlööhöng.	She is carrying pot on her head.
O-pëpilë ngoana.	She is carrying a baby (on her back).
Kȩa-khôloa o-ea selibëng, kapa o-tsoa selibëng.	I think she is going to the spring, or she is coming from the spring.
O-il'ö kha mëtsi.	She is going to draw water.
Basali ba-kha mëtsi selibëng.	The women draw water at the spring.
Ba-a-kha ka-nkhô kapa ka-êmêrê.	They draw (water) with a pot or with a bucket.
Ba-roala nkhô kapa êmêrê hlööhöng.	They carry the pot or bucket on their head.
Ba-ea haë.	They go home.
Ba-sëbëlisa mëtsi ho-phêha.	They use water to cook.
Hapê ba-a-sëbëlisa ho-hlatsoa.	They use it (water) to wash.

Q-1

T: Mosali ëo o-[apëre kobô] ë-ntlê?	Is this woman wearing a blanket?
S: Ëë, o-[apëre kobô] ë-ntlê.	

Q-2

T: O-roëtsẹ'ng?
S_1: O-roëtse tuku.
S_2: O-roëtse nkhô hapê.

Q-3

T: O-ea kae?
S_1: Kȩa-khôloa o-ea selibëng.
S_2: Kȩa-khôloa o-ea haë.

Q-4

T: O-tsoa kae?
S_1: Kȩa-khôloa o-tsoa haë.
S_2: Kȩa-khôloa o-tsoa selibëng.

Q-5

T: Basali ba-ëtsa joang selibëng?

S: Ba-kha mëtsi.

Q-6

T: Ba-ëtsa'ng ka-mëtsi?

S_1: Ba-phêha ka-oona.

S_2: Ba-hlatsoa ka-oona hapê.

Q-7

T: Ba-kha mëtsi ka'ng?

S_1: Ba-a-kha ka-nkhô.

S_2: Ba-a-kha ka-êmêrê.

Q-8

T: Naa le-lona le-ea selibëng Amërika mǫ̈ö̲?

S: Ê-ê, hą-re̲-ee selibëng Amërika möna.

T: Le-kha mëtsi kae?

S: Re-a-kha ka-tlung. We draw it in the house.

Q-9

T: Naa basali ba-Amërika ba-tseba ho-roala nkhô?

S: Ê-ê, hą-ba̲-tsebe ho-roala nkhô.

Q-10

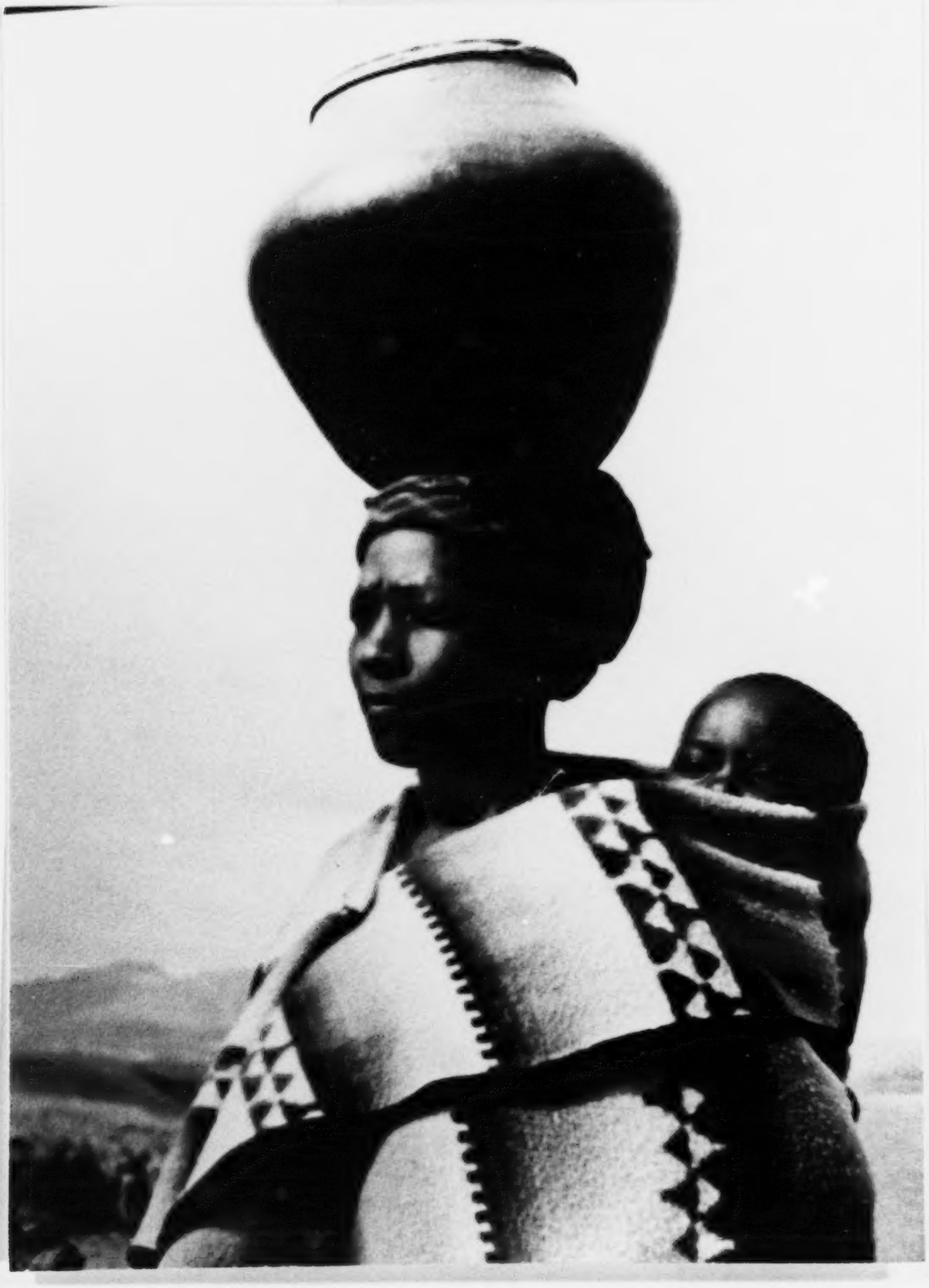
T: Le-ëtsang ka-mëtsi?

S: Re-phêha ka-oona. Re-hlatsoa ka-oona.
Re-hloëkisa matlo a-rona ka-oona.

Q-11

T: [Ann], u-bôna'ng setšoantšöng seë?

[Ann]: [(A description of the picture in the student's own words)]



Picture Number Five (Cycle 109) W. v. d. Kallen, N. V. F.

Cycle 110 You'll find me at the store.

M-1

pata	mpata	hide	hide me
pitla	mpitla	crush, smash	crush me
pôta	mpôta	surround, go around	surround me, go around me
putsa	mputsa	reward	reward me

C-1

A:	Tloha mö̈no, lejoê lë̈no le-tla u-pitla.	Get away from there, that stone will crush you.
B:	Le-tla mpitla?	Will it crush me?
A:	Ëë, le-tla u-pitla, tloha.	Yes, it will crush you, get away from there.
B:	Öö, ho-lokilë, kȩa-tloha.	Oh, okay, I'll get away.

C-2

A:	Naa u-sëbëtsa hantlê sekölöng?	Are you doing well in school?
B:	Ëë, kȩ-sëbëtsa hantlê.	
A:	Tichêrê o-tla u-putsa.	The teacher will reward you.
B:	O-tla mputsa ka'ng?	What will he reward me with?
A:	Ha̧-ke-tsebe, fêêla kȩa-khôloa o-tla u-putsa ka-[chêlêtê].	

M-2

fêpa	mphêpa	feed	feed me
fumana	mphumana	find	find me
fa	mpha	give	give me
feta	mpheta	pass, surpass	surpass me

C-3

A:	Mphê [lipömpöng].	
B:	Ha̧-ke na [lipömpöng]. Kȩ-tla u-fa chêlêtê.	
A:	U-tla mpha eôna neng? Kȩ-e-batla hôna joalë.	When will you give it (money) to me? I want it right away.
B:	Ho-lokilë, nka ke-ëna.	

C-4

A:	[John], u-ea kae?	
[John]:	Kẹ-ea [lebënkëlëng].	
A:	Nkêmêlê, kẹ-batla ho-ea le-uêna.	Wait for me, I want to go with you.
[John]:	Hạ-ke̲ u-ëmële. Kẹ-tatilë, fêêla u-tla mphumana.	I'm not waiting for you. I'm in a hurry, but you'll find me.
A:	Kẹ-tla u-fumana kae?	Where will I find you.
[John]:	U-tla mphumana hôna [lebënkëlëng]. Kẹ-tla u-êmêla tëng.	You'll find me right at the store. I'll wait for you there.
A:	Ho-lokilë. Tsamaea-hê Kẹ-tla u-fumana.	Okay. Go then. I'll find you.

C-5

A:	U-ëtsa'ng hôna joalë?	What are you doing right now?
B:	Kẹ-fêpa baëti.	I'm feeding the travellers.
A:	Nna u-tla mphêpa neng?	When will you feed me?
B:	Ha̲-ke̲-qêta ho-fêpa baëti.	When I finish feeding the travellers.

C-6

A:	Kẹa-u-feta.	I surpass you.
B:	U-mpheta ka'ng?	You surpass me in what?
A:	Ka-bolëlëlë.	In height (tallness).
B:	Ê-ê, hạ-se̲-nnete. Hạ-u-mphete.	No, it's not true. You don't surpass me.

Cycle 111 Do you like mutton more than beef?

M-1

apolê, lamunu	Naa u-rata apolê ho-feta lamunu?	apple, orange	Do you like an apple more than an orange?
lipömpöng, chêlêtê	Naa u-rata lipömpöng ho-feta chêlêtê?	candy, money	Do you like candy more than money?
rëisi, litapolê	Naa u-rata rëisi ho-feta litapolê?	rice, potatoes	Do you like rice more than potatoes?
papa, motôhô	Naa u-rata papa ho-feta motôhô?	porridge, sour porridge	Do you like porridge more than sour porridge?
ërëkisi, linaoa	Naa u-rata ërëkisi ho-feta linaoa?	peas, beans	Do you like peas more than beans?
"Palmolive", "Sunlight"	Naa u-rata Palmolive ho-feta "Sunlight"?		Do you like "Palmolive? more than "Sunlight"?
Sesotho, Sefora	Naa u-rata Sesotho ho-feta Sefora?	Sesotho, French	Do you like Sesotho more than French?
merôhô, nama	Naa u-rata merôhô ho-feta nama?	vegetables, meat	Do you like vegetables more than meat?

C-1

A: Naa u-rata [apolê] ho-feta [lamunu]?

B: Ëë, kę-rata [apolê] ho-feta [lamunu].

M-2

apolê	Kę-rata lamunu ho-e-feta.	I like an orange better than it.
litapolê	Kę-rata rëisi ho-li-feta.	I like rice better than them.
liërëkisi	Kę-rata linaoa ho-li-feta.	I like beans better than them.
Sefora	Kę-rata Sesotho ho-se-feta.	I like Sesotho better than it.

C-2

A: Naa u-rata [linaoa] ho-feta [lië̈rë̈kisi]?

B: Chɛ̂ê, hḁ-ke̱-rata [linaoa] haholo.

Ke̥-rata [lië̈rë̈kisi] ho-li-feta.

M-3

> Refer to objects in the classroom for the following.

pênê	Ke̥-rata pênê ëna ho-feta ëno.	I like this pen better than that (one).
setulô	Ke̥-rata setulô sëna ho-feta sëno.	I like this chair better than that (one).
setšoantšô	Ke̥-rata setšoantšô sëna ho-feta sëno.	I like this picture better than that (one).
jësi	Ke̥-rata jësi ëna ho-feta ëno.	I like this sweater better than that (one).

C-3

A: Naa u-rata [setulô sëë] ho-feta [sëo]?

B: Ëë, ke̥-rata sëna ho-feta sëno. — I like this (one) better than that (one)

M-4

bata	Naa Amërika ho-bata ho-feta Lesotho?	be cold	Is America colder than Lesotho?
chesa	Naa Amërika ho-chesa ho-feta Lesotho?	be hot	Is America hotter than Lesotho?

C-5

A: Naa Amërika ho-bata ho-feta Lesotho?

B: Ëë, ho-bata ho-feta Lesotho.

A: Naa ho-chesa ho-feta Lesotho hlabula? — Is it hotter (in America) than Lesotho in the summer?

B: Ëë, ho-chesa ho-feta Lesotho hlabula. — Yes, it is hotter (in America) than in Lesotho in the summer.

M-5

ea-nku	Naa u-rata nama ea-nku?	mutton	Do you like mutton?
ea-khömo	Naa u-rata nama ea-khömo?	beef	Do you like beef?
ea-pêrê	Naa u-rata nama ea-pêrê?	horse meat	Do you like horse meat?
ea-poli	Naa u-rata nama ea-poli?	goat's meat	Do you like goat's meat?
ea-khoho	Naa u-rata nama ea-khoho?	chicken	Do you like chicken?
ea-fariki	Naa u-rata nama ea-fariki?	pork	Do you like pork?

C-6

A: Naa u-rata nama ea-[nku]
ho-feta nama ea-[khömo]?

B: Ke-li-rata kaofêla. I like them both (lit: all).

Cycle 112 That chair is yours, isn't it?

M-1

Teacher	Response	
U-[Bill]?	Hą-ke̱-re u-[Bill]?	Aren't you [Bill]? (lit: I don't say you are Bill.)
U-ea sekölöng kajëno?	Hą-ke̱-re u-ea sekölöng kajëno?	Aren't you going to school today?
U-lapilë?	Hą-ke̱-re u-lapilë?	Aren't you hungry?
Setulô ke̱-sa-hao?	Hą-ke̱-re setulô sëo ke̱-sa hao?	Isn't that chair yours?

C-1

A: Hą-ke̱-re [u-Bill]?
B: Ëë, [ke̱-Bill].

C-2

A: Hą-ke̱-re u-Bill?
B: Ê-ê, hą-ke̱-Bill.
A: U-mang?
B: Ke̱-John.
A: Öö.

C-3

A: Hą-ke̱-re u-ea sekölöng kajëno?
B: Ê-ê, hą-ke̱-ee sekölöng.
A: U-ea kae?
B: Kę-ea [töröpöng].
A: Öö.

C-4

A: Hą-ke̱-re u-lapilë?
B: Ëë, kę-lapilë hahalo.
A: Ha̱-rę-eô ja.
B: Ëë, ha̱-rę-eê.

M-2

Teacher	Response
Tankiso oa-kula.	Tankiso oa-kula hạ-ke̲-re?
Tšelisô o-ea le-nna.	Tšeliso o-ea le-nna hạ-ke̲-re?
Setulô sëo ke̲-sa-hao.	Setulô sëo ke̲-sa-hao hạ-ke̲-re?

C-5

A:	[Tankisô] o-kae?	
B:	[Tankisô] oa-kula hạ-ke̲-re?	
A:	Hạ-ke̲-tsebe hore oa-kula.	I don't know that he's sick.
B:	Oa-kula, o-sepetlele.	
A:	Ke̲-hampe.	

C-6

A:	U-batla ho-ea le-mang [Warner Springs]?	With whom are you going to [Warner Springs]?
B:	Kẹ-batla ho-ea le-[Tšeliso].	I want to go with [Tsediso].
A:	[Tšelisô] o-ea le-nna [Southport] hạ-ke̲-re?	
B:	O-ea le-uêna [Southport]?	Is he going to [Southport] with you?
A:	Ëë.	
B:	Öö, kẹ-tla ea le-[Phiri].	Oh. I'll go with [Phiri].

M-3

Teacher	Response	
Hạ-u̲-ee sekölöng kajëno?	Hạ-ke̲-re hạ-u̲-ee sekölöng kajëno?	You're not going to school today, are you?
Hạ-u̲-ee mosëbëtsing?	Hạ-ke̲-re hạ-u̲-ee mosëbëtsing kajëno?	You're not going to work today, are you?
Hạ-re̲-palame kajëno?	Hạ-ke̲-re hạ-re̲-palame kajëno?	We're not going to ride today, are we?

C-7

A:	Ha̧-ke̲-re ha̧-u̲-ee sekölöng kajëno?	You're not going to school today, are you?
B:	Ëë, ha̧-ke̲-ee.	No (lit: yes), I'm not going.

C-8

A:	Ha̧-ke̲-re ha̧-re̲-palame kajëno?	We aren't riding today, are we?
B:	Ê-ê, rea-palama.	Yes (lit: no), we are riding.

M-1

Teacher	Response	
Mphê chêlêtê.	Mphê chêlêtê hê.	Give me some money then.
Nkalimê pêntsêlê.	Nkalimê pentsêlê hê.	Lend me a pencil then.
Nkêmêlê.	Nkêmêlê hê.	Wait for me then.
Phakisa.	Phakisa hê.	Hurry then.
Sala hantlê.	Sala hantlê hê.	Stay well then.
Thola.	Thola hê.	Be quiet then.

C-1

A:	Nkalimê [pênê].	
B:	Hą-ke̲-na [eôna].	I don't have [one].
A:	Nkalimê [pêntšêlê] hê.	Lend me a [pencil] then.
B:	Nka. Ke̲-[ëna].	Take [it]. Here [it] is.

C-2

A:	Mphê [lipömpöng].	
B:	[Lipömpöng] hą-[li]-eô.	
A:	Mphê chêlêtê hê.	Then give me some money.
B:	Le-eôna hą-ke̲-na eôna.	I also don't have any.
A:	Öö, kęa-tsamaea. Sala hantlê hê.	
B:	Tsamaea hantlê.	

C-3

A:	U-tsamaea neng?	
B:	Hôna joalë.	
A:	Nkêmêlê hê.	Wait for me then.
B:	U-ea kae?	
A:	Kę-il'o apara [baki].	I'm going to go put on a [jacket].
B:	Phakisa hê. Kę-tla u-êmêla.	Then hurry. I will wait for you.

C-4

A:	Hą-u-batle ho-ea le-nna [Warner Springs]?	Don't you want to go to [Warner Springs] with me?
B:	Kea-rata.	
A:	Ha̲-rę-eê hê.	Let's go then.

C-5

Combine C-4 and C-3.

TO THE STUDENT:

The little word hê has the meaning of "then, so" as can be seen in M-1. It is not used to join two sentences together, as a conjunction does, but it relates a sentence to previous actions and/or statements; it has the effect of providing a conclusion to the sequence. The addition of hê does not change the placement of stress:

Mphê chêLÊtê.
Mphê chêLÊtê hê.

Here are some further situations in which hê may be used:

a) If A is standing where he may get hurt, B may say

   Lejoe lëno le-tla u-pitla. — That rock will crush you.

   A ignores the warning, an accident results, and B says

   Ua-bôna hê. — You see (I told you so).

b) If a child complains to his parent and the parent feels that the complaint has been needlessly prolonged, he might cut it short by saying

   Thola hê, kȩ-utloilë. — Shut up now, I've heard you.

c) If during an argument between two people one of them happens to speak for a long time without giving the other a chance to argue his case, the latter may interrupt

   Butlê hê, le-nna kȩ-buê. — Easy now, let me speak too.

Cycle 114 Are you looking for me?

M-1

batla	mpatla	look for	look for me
botsa	mpotsa	ask	ask me
bôna	mpôna	see	see me
bitsa	mpitsa	call	call me
bontša	mpontša	show	show me
boloka	mpoloka	take care of	take care of me
bolêlla	mpolêlla	tell (someone)	tell me

C-1

A: Naa ua-[mpitsa]?

B: Ëë, kęa-u-[bitsa].

Or: Ê-ê, hą-ke̲-u-[bitse].

C-2

A:	U-batla [mookamëli]?	
B:	Ê-ê, hą-ke̲-batle eêna. Kę-batla uêna.	
A:	Ua-mpatla?	
B:	Ëë.	
A:	U-nkisa kae?	What do you want with me (idiom)?
B:	Kę-batla ho-bua le-uêna.	

C-3

A:	U-tla tla mpôna neng?	When will you come to see me?
B:	Kę-tla tla hosasa.	
A:	Hą-u-batle ho-tla mpôna kajëno?	Don't you want to come see me today?
B:	Chêê, kę-na le-mabaka kajëno.	No, I have some business today.
A:	Öö, ke̲-hantlê. Kę-tla u-lebêlla hê, hosasa.	Oh, okay. I'll expect you tomorrow then.

C-4

A:	Kę-batla ho-u-botsa.	I want to ask you (something).
B:	U-batla ho-mpotsa'ng?	
A:	Kę u-botsa hore naa[kêrêkê] e-kêna neng?	I want to ask you when [church] begins.
B:	E-kêna ka-11:00.	

C-5

A:	Naa u-rëkilë kobô?	
B:	Ëë.	
A:	Kę-batla ho-e-bôna.	
B:	Ho-lokilë. Kę-tla u-böntša eôna.	
A:	U-tla mpöntša eôna neng?	
B:	Ha-re-fihla lapëng.	When we arrive at home.

M-2

bitsa	Kę-botsa hore naa ba-tla mpitsa?	call	I'm asking if they will call me?
bolaea	Kę-botsa hore naa ba-tla mpolaea?	kill	I'm asking if they will kill me?
bôna	Kę-botsa hore naa ba-tla mpôna?	see	I'm asking if they will see me?

C-6

A:	[Bill] le-[John] ba-batla ho-ea le-uêna [töröpöng].	
	Naa u-tla ea le-bôna?	Will you go with them?
B:	Ba-ea neng?	
A:	Hosasa.	
B:	Ëë, kę-batla ho-ea le-bôna, fêêla kę-batla ho-botsa.	Yes, I want to go with them, but I want to ask (something).
A:	U-botsa'ng?	
B:	Kę-botsa hore naa ba-tla mpitsa ha-ba-tsamaea.	I'm asking if they will call me when they go.
A:	Ëë, ba-tla u-bitsa.	

Cycle 115 Who knows you here?

M-1

Sesotho	Ke-mang eaa ithutang Sesotho?	Who is learning Sesotho? (lit: It is who that is learning Sesotho?)
Sefora	Ke-mang eaa ithutang Sefora?	Who is learning French?
Seburu	Ke-mang eaa ithutang Seburu?	Who is learning Afrikaans?
Senyesemane	Ke-mang eaa ithutang Senyesemane?	Who is learning English?

C-1

A: Ke-mang eaa ithutang Sesotho?

B: Ke-[John] eaa ithutang Sesotho.

Or: Ke-[John].

C-2

A: Ke-mang eaa ithutang [Seburu]?

B: Ha-ho-motho eaa ithutang [Seburu].

M-2

tsoa	Ke-mang eaa tsoang töröpöng?	Who is leaving town?
fihla	Ke-mang eaa fihlang töröpöng?	Who is arriving at town?
lula	Ke-mang eaa lulang töröpöng?	Who is living in town?
ea	Ke-mang eaa eang töröpöng?	Who is going to town?
sëbëtsa	Ke-mang eaa sëbëtsang töröpöng?	Who is working in town?

C-3

A: Ke-mang eaa [tsoang] [töröpöng]?

B: Ke-[mookamëli].

M-3

Teacher	Response
O-ithuta Sesotho.	Ke-mang eaa ithutang Sesotho?
O-sëbëtsa öfising.	Ke-mang eaa sëbëtsang öfising?
O-bôna tichêrê.	Ke-mang eaa bônang tichêrê?
O-batla chêlêtê.	Ke-mang eaa batlang chêlêtê?
O-bitsa John.	Ke-mang eaa bitsang John?

C-4

A: Naa [Ann] o-bitsa [John]?

B: Ê-ê, ha̧-se̲-[Ann].

A: Ke̲-mang eaa bitsang [John]?

B: Ke̲-[Susan].

M-4

ruta	Ke̲-mang eaa u-rutang?	Who is teaching you?
tseba	Ke̲-mang eaa u-tsebang?	Who knows you?
thusa	Ke̲-mang eaa u-thusang?	Who is helping you?

C-5

A: U-ithuta Sesotho kae?

B: Sekölöng.

A: Ke̲-mang eaa u-rutang sôna?

B: Ke̲-tichêrê.

C-6

A: Ke̲-mang eaa u-tsebang mö̧ö̲?

B: Ha̧-ho̲-motho eaa ntsebang möna.
Nobody knows me here. (lit: There is no person who knows me here).

C-7

A: Ke̲-mang eaa hloëkisang ntlo ea-hao?

B: Ke̲-[morali oa-ka].
It is [my daughter].

C-8

A: U-lula le-mang?

B: Kȩ-lula le-motho eaa sëbëtsang [pösöng].
I live with a person who is working at the [post office].

C-9

A: Ke̲-mang eaa eang [töröpöng] kajëno?

B: Ha̧-ho-motho eaa eang [töröpöng] kajëno.

Cycle 116 I think you have a cold.

M-1

Teacher	Response
Kę-khôloa hore u-lapilë.	Kęa-khôloa u-lapilë
Kę-khôloa hore o-lula le-Linêô.	Kęa-khôloa o-lula le-Linêô.
Kę-khôloa hore u-tsoëroe ke-sefuba.	Kęa-khôloa u-tsoëroe ke-sefuba.
Kę-khôloa hore o-öfising.	Kęa-khôloa o-öfising.
Kę-khôloa hore oa-nthata.	Kęa-khôloa oa-nthata.
Kę-khôloa hore o-ea kërëkëng.	Kęa-khôloa o-ea kërëkëng.
Kę-khôloa hore o-tsoa ngakëng.	Kęa-khôloa o-tsoa ngakëng.
Kę-khôloa hore u-kêna sekölö.	Kęa-khôloa u-kêna sekölö.
Kę-khôloa hore ba-tëng lapëng.	Kęa-khôloa ba-tëng lapëng.
Kę-khôloa hore ba-fihlilë Lesotho.	Kęa-khôloa ba-fihlilë Lesotho.

C-1

A:	[John] o-ea kae?	
B:	Kęa-khôloa o-ea [kërëkëng].	I think he's going to [the church].
A:	[Mamêllô] o-lula le-mang?	
B:	Kęa-khôloa o-lula le-[Linêô].	I think she lives with [Dineo].
A:	[Têllô] o-sëbëtsa kae?	
B:	Hą-a-sëbëtse. Kęa-khôloa o-kêna sekölö.	He isn't working. I think he's attending school.

To the teacher: Use pictures 1, 2, 3, 4, and 5 for this cycle. Select one of these, describe it in your own words, and then ask the students to indicate which picture has been described.

C-1

T:	Kȩ-tla hlalosa setšoantšô̌. Ha̲ ke̲-qêta, le-mpolêllê hore naa ke-setšoantšô̌ sa-pele, sa-bobëli, sa-boraro, sa-bonê, kapa sa-bohlano.	I'm going to describe a picture. When I finish, tell me if it is the first picture, the second, the third, the fourth, or the fifth.
	Kȩ-hlalosa setšoantšô̌ sefe?	Which picture am I describing?
	[(Hlalosa setšoantšô̌ hakhutšoanyane ka-mantsoe a-hao.)]	
	Kȩ-hlalositse setšoantšô̌ sefe?	Which picture have I described?
S:	Ke̲-setšoantšô̌ sa-[pele].	

Repeat C-1 for each of the other pictures.

C-2

Ask questions at random about these five pictures, basing the questions on your descriptions. Before answering a question, the student should identify the picture.

T: [(Botsa lipotso holima litšoantšô̌ tsena ho-latêla litlhalosô tsa-hao.)].

S: Ke̲-setšoantšô̌ sa-[pele].
Or: Ke̲-setšoantšô̌ sa-[molisana].
[(answer to the question)]

Cycle 118 I ought to go now.

M-1

ho-ithuta Sesotho	U-tšoanëtse ho-ithuta Sesotho.	You ought to study Sesotho.
ho-sëbëtsa haholo	U-tšoanëtse ho-sëbëtsa hahalo.	You ought to work hard. You ought to work hard.
ho-bësa mollô	U-tšoanëtse ho-bësa mollô.	You ought to make a fire.
ho-phêha köfi	U-tšoanëtse ho-phêha köfi.	You ought to prepare coffee.
ho-ngôla	U-tšoanëtse ho-ngôla.	You ought to write.
ho-ntefa	U-tšoanëtse ho-ntefa.	You ought to pay me.

C-1

A:	U-tšoanëtse [ho-ithuta Sesotho]. Ha̧-ho̲-joalö?	You ought to study Sesotho. Isn't it so?
B:	Ho-joalö.	It is so.

C-2

A:	[Bësa mollô].	
B:	Naa ke̲-tšoanëtse [ho-bësa mollô]?	Should I light the fire?
A:	Ëë, u-tšoanëtse [ho-bësa mollô].	

C-3

A:	(Has been visiting with B, now wants to leave) Nakô e-ilë. Kȩ-tšoanëtse ho-tsamaea joalë.	The time has gone. I must go now.
B:	Ho-lokilë. Tsamaea hantlê.	

C-4

Nêsê:	Bôtlôlô ea-hao e-kae?	Where is your bottle?
A:	Ha̧-ke̲-na bôtlôlô.	I don't have a bottle.
Nêsê:	U-tšoanëtse ho-tlisa bôtlôlô kamehla ha̲-u̲-batla moriana. Ua-utloa?	You ought to bring a bottle everytime when you want medicine. Do you hear?
A:	Ëë, kȩa-utloa. Kȩ-tla e-tlisa.	Yes, I hear. I will bring it.

C-5

A:	Thabô o-kae?	
B:	Hą-a̲-eô möna.	
A:	Hą-ke̲-re o-tšoanëtse ho-ba tëng?	He ought to be here, shouldn't he?
B:	Ëë, o-tšoanëtse ho-ba tëng, empa hą-a̲-eô.	Yes, he ought to be present, but he is not (present).
A:	Le-mo-lebëlëtse, hą-ke̲-re?	You're expecting him, right?
B:	Ëë, re-mo-lebëlëtse.	Yes, we are expecting him.

C-6

A:	Ba-re tichêrê ea-[Ken] hą-a̲-rate ho-ruta.	They say [Ken's] teacher doesn't like to teach.
B:	Hą-ho̲-joalö. O-rata ho-ruta haholo.	It is not that way. He likes to teach very much.

C-7

A:	Hoa-bata kantlê. Hą-ho̲-joalö?	It is cold outside. Isn't it?
B:	Ho-joalö.	It is so.

C-8

A:	U-ithutilë Sesotho?	Have you studied Sesotho?
B:	Ëë.	
A:	Kȩa-khôloa u-se-tseba hantlê. Hą-ho̲-joalö?	
B:	Hą-ke̲-se-tsebe hantlê haholo.	

C-9

A:	Kȩa-khôloa u-lapilë. Hą-ho̲-joalö?	
B:	Ho-joalö. Kȩ-lapilë haholo.	
A:	Lijô tsa-hao li-tëng ka-setöfong.	Your food is here/there (present) on the stove.
B:	Kȩa-lëboha.	

C-10

A:	Ba-re tichêrê ea-[Ken] hą-a̲-rate ho-ruta.	
B:	Kȩ-utloa joalö.	So I hear.

Cycle 119 What is it used for?

M-1

letsoai	Letsoai le-sëbëlisoa ho-noka lijô.	salt	Salt is used to season food.
tsoekere	Tsoekere e-sëbëlisoa ho-noka teë.	sugar	Sugar is used to sweeten tea.
pepere	Pepere e-sëbëlisoa ho-noka lijô.	pepper	Pepper is used to season food.

C-1

T:	[Letsoai le]-sëbëlisoa ho-ëtsa'ng?	What is [salt] used for?
S:	Ho-noka lijô.	

C-2

T:	[Sesepa] hạ-se̲-sëbëlisoe ho-noka lijô.	[Soap] isn't used to season food.
	Lijô li-nokoa ka'ng?	What is food seasoned with?
S:	Lijô li-nokoa ka-[letsoai].	Food is seasoned with [salt].

M-2

sekôtlôlô	Sekôtlôlô se-sëbëlisoa ho-tšêla pööne.	basin	A basin is used to hold/ contain corn.
sejana	Sejana se-sëbëlisoa ho-tšêla lijô.	dish	A dish is used to hold food.
sethêbê	Sethêbê se-sëbëlisoa ho-tšêla phofo.	mat	A mat is used to hold flour.
khalase	Khalase e-sëbëlisoa ho-tšêla mëtsi.	glass	A glass is used to hold water.

C-3

T: [Sekôtlôlô se]-sëbëlisoa ho-ëtsa'ng?

S: Ho-tšêla [pööne].

C-4

T:	[Mokötlana] hą-o-sëbëlisoe ho-tšêla phofo.	A [purse] isn't used to hold [flour].
	Phofo e-tšêloa kae?	[Flour] is held by what?
S:	Phofo e-tšêloa [sethëbëng].	[Flour] is held by a [mat].

M-3

majoê	Majoê a-sëbëlisoa ho-haha matlo.	stones	Stones are used to build houses.
makôtê	Makôtê a-sëbëlisoa ho-haha matlo.	earth	Earth is used to build houses.
setene	Setene se-sëbëlisoa ho-haha matlo.	brick, block	Brick is used to build houses.
joang	Joang bo-sëbëlisoa ho-haha matlo.	grass	Grass is used to build houses.

C-5

T: [Majoê] a-sëbëlisoa ho-ëtsa'ng?

S: Ho-haha [matlo].

M-4

ho-ëtsa bohôbê	Phofo e-sëbëlisoa ho-ëtsa bohôbê.	to make bread	Flour is used to make bread.
ho-kha mëtsi	Nkhô e-sëbëlisoa ho-kha mëtsi.	to draw water	A water pot is used to draw water.
ho-sila mabêlê	Leloala le-sëbëlisoa ho-sila mabêlê.	to grind sorghum	A millstone is used to grind sorghum.
ho-hlatsoa liphahlô	Sesepa se-sëbëlisoa ho-hlatsoa liphahlô.	to wash clothes	Soap is used to wash clothes.
ho-pheha lijô	Setöfo se-sëbëlisoa ho-phêha lijô.	to cook food	A stove is used to cook food.
ho-bësa mollô	Patsi e-sëbëlisoa ho-bësa mollô.	to make a fire	Firewood is used to make a fire.
ho-têmpa lengôlô	Setêmpê se-sëbëlisoa ho-têmpa lengôlô.	to stamp a letter	A stamp is used to stamp a letter.

C-6

T: [Patsi e]-sëbëlisoa ho-ëtsa'ng?

S: Ho-[bësa mollô].

C-7

S:	Ha̱-ke̱-tsebe lentsoe lëna, lekhala. Le-sëbëlisoa ho-ëtsa'ng?	I don't know this word, "lekhala". What is it used for?
T:	Lekhala le-sëbëlisoa haholo ke̱-Basotho, ba-ëtsa patsi ka-lôna, mme hapê ba-ëtsa litulô ka-lôna.	The aloe is used a great deal by the Basotho, they make firewood with it, and they also make chairs with it.

Cycle 120 Don't call us ...

M-1

Teacher	Response	
Ngôla ka-pêntsêlê.	Se-kaa ngôla ka-pêntsêlê.	Don't write with a pencil.
Tlisa köfi.	Se-kaa tlisa köfi.	Don't bring coffee.
Noa lebese.	Se-kaa noa lebese.	Don't drink milk.
Nka bohôbê.	Se-kaa nka bohôbê.	Don't take bread.
Bea nama möna.	Se-kaa bea nama möna.	Don't put the bread here.
Mamêla tichêrê.	Se-kaa mamêla tichêrê.	Don't listen to the teacher.
Botsa Susan.	Se-kaa botsa Susan.	Don't ask Susan.
Bitsa Ann.	Se-kaa bitsa Ann.	Don't call Ann.
Bua le-Mphô.	Se-kaa bua le-Mphô.	Don't speak with Mpho.
Fiêla ntlo.	Se-kaa fiêla ntlo.	Don't sweep the house.

C-1

T:	U-ngôla ka'ng [John]?	
[John]:	Ka-pêntšêlê.	
T:	Se-kaa ngôla ka-pêntšêlê. Ngôla ka-pênê.	Don't write with a pencil. Write with a pen.

C-2

A:	U-noa'ng?	
B:	Kȩ-noa köfi.	
A:	U-rata köfi ho-feta teë?	Do you like coffee better than tea?
B:	Ê-ê, kȩ-rata teë ho-e-feta.	No, I like tea better.
A:	Se-kaa noa köfi hê. Teë e-tëng. Ke-ëna.	Don't drink coffee then. There is tea. Here it is.

C-3

A:	U-ea kae?	
B:	Kȩ-ea-lebënkëlëng.	
A:	Se-kaa ntšiea le-nna kȩ-ea tëng.	Don't leave me, I'm also going there.
B:	Phakisa.	Hurry.

C-4

A:	Kȩ-kopa ho-ea [Warner Springs].	I'm asking to go to [Warner Springs].
Mookamëli:	U-batla ho-ea neng [Warner Springs]?	
A:	Hosasa.	
Mookamëli:	Se-kaa ea hosasa. U-tla ea ka-mosô.	Don't go tomorrow. You will go later.
	Hosasa re-na le-mosëbëtsi ö-mongata.	Tomorrow we have a lot of work.
A:	Ho-lokilë hê. Kȩ-tla ea ka-mosô.	

M-2

Teacher	Response	
Mo-fê lijô.	Se-kaa mo-fa lijô.	Don't give him food.
Re-fê chêlêtê.	Se-kaa re-fa chêlêté.	Don't give us money.
Mphê lipömpöng.	Se-kaa mpha lipömpöng.	Don't give me candy.
Mpitsê.	Se-kaa mpitsa.	Don't call me.
Re-bitsê.	Se-kaa re-bitsa.	Don't call us.
Ntefê.	Se-kaa ntefa.	Don't pay me.
E-nkê.	Se-kaa e-nka.	Don't take it.
E-bêhê setulöng.	Se-kaa e-bêha setulöng.	Don't put it on the chair.

C-5

A:	Kȩ-nka [buka ëna].	I'm taking this book.
B:	Ê-ê, se-kaa [e]-nka. Kȩ-batla ho-[e-bala].	No, don't take it. I want to read it.

C-6

A:	[Baki] ea-hao e-kae?	Where is your [jacket]?
B:	Ke̱-ëna. Kȩ-e-bëilë fatše.	Here it is. I put it down.
A:	Se-kaa e-bea fatše. E-bêhê [setulöng].	Don't put it down. Put it on the [chair].

M-3

fiêla	Fiêla tjëna.	Sweep like this/this way.
tantša	Tantša tjëna.	Dance like this.
bina	Bina tjëna.	Sing like this.
sila	Sila tjëna.	Grind like this.
ëtsa	Ëtsa tjëna.	Do like this.
lula	Lula tjëna.	Sit like this.
tena	Tena tjëna.	Dress (trousers) like this.
êma	Êma tjëna.	Stand like this.
ja	Jaa tjëna.	Eat like this.
roala nkhô	Roala nkhô tjëna.	Carry a pot (on the head) like this.
apara kobô	Apara kobô tjëna.	Wear a blanket like this.
tšoara molamu	Tšoara molamu tjëna.	Grasp a stick like this.

C-7

A:	Se-kaa [fiêla] joalö, [Bill]. [Fiêla] tjëna. (Demonstration follows).	Don't [sweep] that way, [Bill]. [Sweep] like this.
B:	Ho-lokilë.	

Cycle 121 What's wrong?

Molato ke̲'ng? is a reaction to any unusual behavior (accident, sudden illness, child crying, quarrel, argument, fight, etc.) It is a way of starting the conversation in such an instance. Cf. Cycle 105.

C-1

A:	(Finding B ill-disposed) Molato ke̲'ng?	What's wrong (lit: Fault it is what?)
B:	Kȩa-kula.	
A:	U-jooa ke̲'ng?	
B:	Kȩ-tšoëroe ke̲-mala haholo.	I have a bad stomach ache.

C-2

A:	(Hearing Susan scream in the other room) Susan, molato ke̲'ng?	
[Susan]:	Kȩ-itšëhilë ka-thipa.	I have cut myself with a knife.
A:	U-itšëhilë kae?	Where did you cut yourself?
[Susan]:	Kȩ-itšëhilë monoana.	I've cut my finger.

C-3

A:	(To child who comes crying) Molato ke̲'ng?	
Child:	Kȩ-oele.	I have fallen.
A:	Thola. U-tla fôla.	Be quiet. You will recover.

C-4

A:	(To child who comes crying) Molato ke̲'ng?	
Child:	[Tsebô] o-nkötlilë.	Tsebo hit me.
A:	Thola. O-tla shapuoa.	Be quiet. He will be beaten.

C-5

A:	(Comes to the dining hall late and finds everybody still waiting for it to open) Molato ke̲'ng?	
B:	Ba-liëhilë ho-phêha.	They are late/delayed with the cooking.

A: Hobane'ng?

B: Linôtlôlô li-lahlëhilë. The keys are lost.

C-6

A: (Finds friend trying to get into his house through a window)

Molato ke'ng?

B: Senôtlôlô se-lahlëhilë. The key is lost.

Cycle 122 My work is nursing.

M-1

bongaka	Mosëbëtsi oa-ka ke̱-bongaka.	"doctoring"	My work is "doctoring".
bonêsê	Mosëbëtsi oa-ka ke̱-bonêsê.	nursing	My work is nursing.
bopölesa	Mosëbëtsi oa-ka ke̱-bopölesa.	"policing"	My work is "policing".
bolemi	Mosëbëtsi oa-ka ke̱-bolemi.	ag extension	My work is ag extension.
botichêrê	Mosëbëtsi oa-ka ke̱-botichêrê.	teaching	My work is teaching.
boruti	Mosëbëtsi oa-ka ke̱-boruti.	ministry	My work is the ministry.
borêna	Mosëbëtsi oa-ka ke̱-borêna.	chieftainship	My work is that of a chief.

C-1

A:	U-sëbëtsa'ng?	What do you do?
B:	Nna?	
A:	Ëë.	
B:	Mosëbëtsi oa-ka ke̱-[bongaka].	

C-2

A:	Naa u-rata [bonêsê]?	
B:	Ê-ê, [bonêsê] hḁ-ke̱ bo-rate haholo.	
A:	U-rata'ng haholo?	
B:	Ke̥-rata [bongaka] ho-bo-feta.	I like ["doctoring"] better than it.

C-3

A:	U-sëbëtsa'ng?	
B:	Ke̥-[lepölesa].	
A:	U-rata [bopölesa] haholo.	
B:	Ê-ê, hḁ-ke̱ bo-rate haholo. Ke̥-rata [bolemi] ho-feta [bopölesa].	

C-4

A:	Naa u-kêna sekölö sa-[boruti]?	Are you attending theological school?
B:	Hḁ-ke̱-këne sekölö sa-[boruti], ke̥-kêna sa-[botichêrê].	I'm not attending theological school, I'm attending the teacher training (school).

C-5

A:	U-tsoa lebënkëlëng?	
B:	Ëë.	
A:	U-tsoa rêka'ng?	What do you come from buying?
B:	Kȩ-tsoa rêka [borikhoë].	I come from buying [trousers].

C-6

A:	Kobô e-ëtsoa ka'ng?	With what is your blanket made?
B:	Ka-bôea.	With wool.
A:	Ka-bôea ba'ng?	With wool of what?
B:	Ba-nku.	Sheep's [wool].

Cycle 123 Should I shut the door?

M-1

monyakô	Kę-koalê monyakô?	door	Should/may I close the door?
lengôlô	Kę-koalê lengôlô?	letter	Should/may I seal the letter?
mokỏ̈tlana	Kę-koalê mokỏ̈tlana?	purse	Should/may I shut the purse?

C-1

A: Hoa-bata. Ke̲-koalê monyakô? — It is cold. Okay if I shut the door?

B: Ëë, koala.

M-2

bitsê	Ke̲-mo-bitsê?	Should/may I call him?
thusê	Ke̲-mo-thusê?	Should/may I help him?
romê	Ke̲-mo-romê?	Should/may I send him?
latê	Ke̲-mo-latê?	Should/may I fetch him?

C-2

T: [John] o-kae?

Susan: O-lebalëng. Ke̲-mo-bitsê? — He is at the playground. Should I call him?

T: Ëë, mo-bitsê.

M-3

lijöng	Ke-eê lijöng?	dining hall	May I go to the dining hall?
selibëng	Ke-eê selibëng?	well, spring	May I go to the well?
morënëng	Ke-eê morënëng?	place of the chief	May I go the (place of the) chief?

C-3

A: Ke̲-eê [lijöng]? — May I go to the [dining hall]?

B: U-q̈etilë ho-sëbëtsa? — Have you finished working?

A: Ëë, kę-qëtilë.

B: Ho-lokilë. Tsamaea.

C-4

A:	Re̲-eê [selibëng]?	May we go to the well?
B:	Le-batla ho-ea hôna joalë?	Do you want to go right away?
A:	Ëë.	
B:	Ho-lokilë. Tsamaeang.	

C-5

A:	Ke̲-khannê kölöi ëë?	May I drive this car?
B:	Ê-ê, se-kaa e-khanna.	No, don't drive it.

C-6

A:	Ke̲-nkê buka ëë?	May I take this book?
B:	U-e-isa kae?	What are you going to do with it?
A:	Kẹ-batla ho-e-bala.	
B:	Ëë, e-nkê.	Yes, take it.

C-7

A:	Ke̲-bêhê [baki] ëë kae?	Where should I put this [coat]?
B:	E-bêhê setulöng.	

C-8

A:	Kẹ-lapilë, kẹ-batla [bohôbê].	
B:	Kẹ-[bo]-phêhê?	Should I make some?
A:	Ëë, bësa mollô.	Yes, make a fire.
B:	Kẹ-bësë ka'ng? Patsi hạ-e̲-eô.	What should I make it with? There's no firewood.
A:	Bësa ka-mashala kapa lisu.	Make it with coal or with cow dung.

Cycle 124 When you saddle horse, what do you do?

M-1

Teacher	Response	
Ha u-palama pêrê	Ha u-palama pêrê, u-ëtsa joang?	When you ride a horse, what do you do?
Ha u-toma pêrê	Ha u-toma pêrê, u-ëtsa joang?	When you bridle a horse, what do you do?
Ha u-qhanêha pêrê	Ha u-qhanêha pêrê, u-ëtsa joang?	When you saddle a horse, what do you do?

M-2

toma	Kȩ-toma pêrê ka-tomô.	bridle	I bridle a horse with a bridle.
qhanêha	Kȩ-qhanêha pêrê ka-sale.	saddle	I saddle a horse with a saddle.

C-1

A: U-[toma] pêrê ka'ng.

B: Kȩ-e-[toma] ka-[tomô].

Or: Ka-[tomô].

C-2

T: [Bill], u-tseba ho-palama pêrê?

[Bill]: Ëë, kȩa-tseba.

T: Ha u-palama pêrê u-ëtsa joang?

[Bill]: Kȩa-e-toma.

T: U-e-toma ka'ng?

[Bill]: Kȩ-e-toma ka-tomô.

Or: Ka-tomô.

M-3

Teacher	Response	
Ha u-qêta ho-toma pêrê	Ha u-qêta ho-toma pêrê, u-ëtsa joang?	When you finish bridling a horse, what do you do?
Ha u-qêta ho-qhanêha pêrê	Ha u-qêta ho-qhanêha pêrê, u-ëtsa joang?	When you finish saddling a horse, what do you do?
Ha u-qêta ho-palama pêrê	Ha u-qêta ho-palama pêrê, u-ëtsa joang?	When you finish riding a horse, what do you do?

M-4

qhanêha	Kẹa-e-qhanêha.	saddle	I'm saddling it (the horse).
hôrôta	Kẹa-e-hôrôta.	cinch	I'm cinching it.
qhanolla	Kẹa-e-qhanolla.	unsaddle	I'm unsaddling it.

C-3

T:	[Bill], ha-u-qêta ho-[toma] pêrê u-ëtsa joang?
[Bill]:	Kẹa-e-[qhanêha].

C-4

Do C-3.

T:	U-qhanêha pêrê ka'ng?
[Bill]:	Ka-sale.

C-5

T:	[Bill], hlalosa hore naa ha-u-palama pêrê u-ëtsa joang.	[Bill], explaining what you do when you ride a horse.
[Bill]:	Kẹ-e-toma ka-tomô.	I bridle it with a bridle.
	Kẹ-bêha tleleki holima pêrê.	I put a saddle blanket on the horse.
	Kẹ-bêha sale.	I put (on) the saddle.
	Kẹa-hôrôta.	I cinch (it).
	Kẹa-palama.	

Cycle 125 Do you wish that I shut the door?

M-1

Teacher	Response	
Ke̲-koalê monyakô?	Naa u-batla hore ke̲-koalê monyakô?	Do you wish that I shut the door?
Ke̲-mo-bitsê?	Naa u-batla hore ke̲-mo-bitsê?	Do you wish that I call him?
Ke̲-khannê kölöi ëë?	Naa u-batla hore ke̲-khannê kölöi ëë?	Do you wish that I drive this car?
Ke̲-nkê buka ëë?	Naa u-batla hore ke̲-nkê buka ëë?	Do you wish that I take this book?

C-1

A: Ke̲-[koalê monyakô]?

B: U-re'ng?

A: Kȩ-re naa u-batla hore ke̲-[koalê monyakô]. I said do you want me to [shut the door]?

B: Ëë, [koala].

C-2

A: [John] o-kae?

B: O-öfising. Ke̲-mo-bitsê?

A: U-re'ng?

B: Kȩ-re naa u-batla hore ke̲-mo-bitsê.

A: Ê-ê, mo-tlohêlê. Se-kaa mo-bitsa. No, leave him alone. Don't call him.

M-2

thusê	Kȩ-batla hore u̲-thusê [John].	I want you to help [John].
latê	Kȩ-batla hore u̲-latê [John].	I want you to fetch [John].
bitsê	Kȩ-batla hore u̲-bitsê [John].	I want you to call [John].
lefê	Kȩ-batla hore u̲-lefê [John].	I want you to pay [John].
shapê	Kȩ-batla hore u̲-shapê [John].	I want you to beat [John].

C-3

A: Kȩ-batla hore u̲-[thusê] [John].

B: U-batla hore ke̲-[thusê] [John]?

A: Ëë, hôna joalë.

B: Ho-lokilë, kȩ-tla mo-[thusa].

C-4

A:	U-batla hore ke-ëtse joang?	What do you want me to do?
B:	Kȩ-batla hore u-bitsê [John].	

M-3

chakêlê	U-batla (hore) ke-u-chakêlê neng?	When do you want me to call you?
thusê	U-batla (hore) ke-u-thusê neng?	When do you want me to help you?
bitsê	U-batla (hore) ke-u-bitsê neng?	When do you want me to call you?
lefê	U-batla (hore) ke-u-lefê neng?	When do you want me to pay you?

C-5

A:	U-batla ke-u-[chakêlê] neng?	
B:	Kȩ-batla u-[tlê] [ka-Sontaha].	I want you to [come] [on Sunday].

C-6

A:	U-tla nchakêla neng?	When will you visit me?
B:	Ha̧-ke-tsebe. U-batla ke-u-chakêlê neng?	I don't know. When do you want me to visit you?
A:	Kȩ-batla hore u-tlê [ka-Sontaha].	I want you to come [on Sunday].
B:	Öö, ho-lokilë. Kȩ-tla tla.	
A:	U-tla fihla ka-nakô efe?	
B:	Kȩ-tla leka ho-fihla ka-12:00.	
A:	Ho-lokile hê. Kȩ-tla u-lebêlla.	Okay, then. I will expect you.

C-7

S_1:	Naa u-tseba ho-bala ka-Sesotho?	Do you know how to count in Sesotho?
S_2:	Ëë kea-tseba. Uênaa?	Yes, I know. And you?
S_1:	Nna ha̧-ke-tsebe.	
S_2:	U-batla hore ke-u-rutê ?	Do you want me to teach you?
S_1:	Ëë, kȩ-batla hore u-nthutê.	Yes, I want you to teach me.
S_2:	Ho-lokilë. Tlöö ke-u-rutê.	Okay. Come, I will teach you.

C-8

A:	Ak'u nthusê.	
B:	U-batla hore ke̲-u-thusê ka'ng? Or: Ke̲-u-thusê ka'ng?	
A:	U-nkalimê chêlêtê.	That you lend me [money].

C-9

A:	Kȩ-kopa hore u̲-mphêpê.	I want that you feed me.
B:	Ke̲-u-fêpê'ng?	I should feed you what?
A:	U̲-mphepê lijô.	You should feed me food.
B:	Kȩa-utloa. Lula fatše, kȩ-tla u-fêpa.	

C-10

A:	Naa u-lumêla hore [ba̲-palamê kajëno]?	
B:	Kȩa-lumêla.	

Cycle 126 I'm not going to teach.

M-1

rêka koae	Hạ-ke̲-eö rêka koae.	I'm not going to buy tobacco.
lata moriana	Hạ-ke̲-eö lata moriana.	I'm not going to fetch medicine.
ruta Sesotho	Hạ-ke̲-eö ruta Sesotho.	I'm not going to teach Sesotho.
kha mëtsi	Hạ-ke̲-eö kha mëtsi.	I'm not going to draw water.

C-1

A:	U-il'o [kha mëtsi]?	Are you going [to draw water]?
B:	Ê-ê, hạ-ke̲-eö [kha mëtsi].	

C-2

A: U-ea lebënkëlëng?
B: Ëë.
A: U-il'ö rêka koae?
B: Ê-ê, hạ- ke̲-eö rêka koae.
A: U-il'ö rêka'ng?
B: Hạ-ke̲-eö rêka lethô.

C-3

A: U-il'ö lata moriana ngakëng?
B: Ê-ê, hạ-ke̲-eö lata moriana.
A: U-il'ö ëtsa joang?
B: Kẹ-batla ho-bua le-ngaka.

C-4

A:	Naa u-il'ö ruta Lesotho?	
B:	Ê-ê, hạ-ke̲ eö ruta.	
A:	U-tla sëbëtsa'ng?	
B:	Kẹ-tla sëbëtsa sepetlele.	I will work at the hospital.

C-5

A:	U-ea kae?	
B:	Kę-ea selibëng.	I'm going to the well/spring.
A:	U-il'ö kha mëtsi?	
B:	Ê-ê, hą-ke̲ eö kha mëtsi	
	Kę-il'ö bitsa [mmê].	

M-2

rêka setêmpê	Hą-ke̲-tlöö rêka setêmpê.	I'm not coming to buy a stamp.
khanna kölöi	Hą-ke̲-tlöö khanna kölöi.	I'm not coming to drive a car.
ruta	Hą-ke̲-tlöö ruta.	I'm not coming to teach.

C-6

A:	U-tlil'ö rêka setêmpê pösöng mǫ̈ö̲?	Are you coming here to the post office to buy a sta mp?
B:	Ê-ê, hą-ke̲-tlöö rêka setêmpê.	
A:	U-tlil'ö ëtsa joang?	
B:	Kę-tlil'ö pôsa mangôlô.	I'm coming to post some letters.

C-7

A:	Ke̲-uêna eaa tlil'ö khanna kölöi ëë?	Is it you that is coming to drive this car?
B:	Mang? Nna?	
A:	Ëë.	
B:	Ê-ê, hą-ke̲-tlöö khanna kölöi.	
	Hą-ke̲-tsebe ho-khanna kölöi.	

Cycle 127 Be quiet so we can hear.

M-1

pênê	Mphê pênê ke-ngolê.	Give me a pen so that I can write.
koranta	Mphê koranta ke-balê.	Give me a newspaper so that I can read.
kobô	Mphê kobô ke-aparê.	Give me a blanket so that I can dress.
chêlêtê	Mphê chêlêtê ke-rêkê lijô.	Give me money so that I can buy food.
letsoai	Mphê letsoai ke-nokê nama.	Give me salt so that I can season the meat.
setêmpê	Mphê setêmpê ke-têmpê lengôlô.	Give me the stamp so that I can stamp the letter.
patsi	Mphê patsi ke-bësë mollô.	Give me firewood so that I can light a fire.
êmêrê	Mphê êmêrê ke-khê mëtsi.	Give me a bucket so that I can draw water.
katiba	Mphê katiba ke-e-roalê.	Give me a hat so that I can put it on.
nkhô	Mphê nkhô ke-lekê ho-e-roala.	Give me a water pot so that I can try to carry it.

C-1

A: Mphê [kobô] ke-[aparê].
B: Nka ke-[ëna].

C-2

A: Naa u-rëkilë nama?	
B: Ê-ê, mphê chêlêtê ke-e-rêkê.	
A: E-joang? E-turu?	How much is it? Is it expensive?
B: Ê-ê, e-chipi.	

C-7

A:	Naa lijô li-lokilë?	Is the food ready?
B:	Ëë.	
A:	Re-fê hê, re-jê.	Give us (some) then, so that we can eat.

C-8

[Susan]:	Kȩ-batla ho-palama pêrê ëna.	
[Bill]:	Ëë, e̲-palamê.	
[Susan]:	E-tšoarê, ke-palamê.	Hold it, so that I can mount.
[Bill]:	Kȩ-e-tšoëre, palama.	I'm holding it, mount.

M-2

utloa	Thola re-utloê.	hear	Be quiet so that
ithuta	Thola re-ithutê.	learn	Be quiet so that
bina	Thola re-binê.	sing	Be quiet so that

C-3

A: Thola re-utloê. Ke̱-mang eaa-bitsang? — Be quiet so that we can hear. calling?

B: Ke̱-[John].

A: O-bitsa mang?

B: O-bitsa [Susan].

M-3

tloha	Tloha monyakô, ke̱-kênê.	leave, go away from	Get out of the so I can co
bula	Bula monyakô, ke̱-kênê.	open	Open the doorw I can come

C-4

A: Tloha monyakô, ke̱-kênê.

B: U-batla'ng?

A: Kȩ-tlil'ő nka [buka] ea-ka. — I'm coming to get my [book].

B: (Gets out of the doorway.)

C-5

A: (To B who is inside a closed door) Ke̱-mang eaa-koëtseng monyakô? — Who has shut the door?

B: Ke̱-[Susan].

A: [Susan], bula ke̱-kênê. — [Susan], open up so that I can

C-6

A: Kȩ-batla ho-tsamaea.

B: Kȩ-ea le-uêna. Êma re-tsamaeê. — I'm going with you. Stand, so

A: Ntšoarê, ke̱-êmê. — Give me a hand, so I can stand.

M-2

tomô	Mphê tomô le-nna kẹ-tomê ëna.	bridle	Give me the bridle, let me also bridle this one.
sale	Mphê sale le-nna kẹ-qhanêhê ëna.	saddle	Give me the saddle, let me also saddle this one.

C-3

Moithaopi:	Mphê [tomô] le-nna ke̲-[tomê] ëna.	
Mosotho:	U-tla e-[toma] hantlê?	
Moithaopi:	Hạ-ke̲-tsebe. Kẹa-leka. (Bridles the horse) Kẹ-e-[tommë] joang?	I don't know. I'll try. (...) How have I bridled it?
Mosotho:	U-e-[tommë] hantlê.	You have bridled it well.

C-4

Mosotho:	U-tseba ho-[toma] pêrê joalë?	
Volunteer:	Ëë, kẹa-tseba.	
Mosotho:	Hapê u-tseba'ng?	What else do you know?
Volunteer:	Kẹ-tseba ho-qhanêha pêrê le-ho-e-palama.	I know how [to saddle and ride].

C-5

Volunteer:	H̲a̲-u̲-qhanêha pêrê, u-ëtsa joang?	
Mosotho:	Shêba. Kẹa-qhanêha.	Look. I'll put the saddle on.
	Kẹ-bêha tlelëki holima pêrê. Kẹ-bêha sale. Joalë kẹa-hôrôta. U-bône?	I put the saddle blanket on the horse. I put the saddle on. Then I cinch it. Did you see?
Volunteer:	Ëë. Kẹ-bône.	Yes, I've seen.

Cycle 128 Bridle it, let me see.

The setting for this cycle is the corral. If the lesson is taught in the classroom, there should be an opportunity later (planned) to apply what has been learned here. Review cycle 124 in preparation for this cycle.

M-1

toma	U-tseba ho-toma pêrê?	bridle	Do you know (how) to bridle a horse?
qhanêha	U-tseba ho-qhanêha pêrê?	saddle	Do you know (how) to saddle a horse?
hôrôta	U-tseba ho-hôrôta pêrê?	cinch	Do you know (how) to cinch a horse?
qhanolla	U-tseba ho-qhanolla pêrê?	unsaddle	Do you know (how) to unsaddle a horse?

C-1

Mosotho:	U-tseba ho-[qhanêha] pêrê?	
PCV:	Ha̧-ke̲-tsebe fêêla u-tla mpöntša.	I don't know, only you will show me.

M-2

toma	E-tomê, kȩ-bônê.	bridle	Bridle it, so that I can see.
qhanêha	E-qhanêhê, kȩ-bônê.	saddle	Saddle it, so that I can see.
hôrôta	E-hôrôtê, kȩ-bônê.	cinch	Cinch it, so that I can see.
qhanolla	E-qhanollê, kȩ-bônê.	unsaddle	Unsaddle it, so that I can see.

C-2

Mosotho:	Naa u-tseba ho-palama?	
PCV:	Ê-ê ha̧-ke̲-tsebe, fêêla kȩ-batla ho-ithuta. U-[toma] pêrê ka'ng?	
Mosotho:	Ka-[tomô].	
PCV:	U-e-[toma] joang? E-[tomê], kȩ-bônê.	
Mosotho:	(Bridling the horse) Kȩ-e-[toma] tjëna.	I [bridle] it this way

Cycle 129 It's Ann who is working at the hospital.

M-1

Teacher	Response	
Ke-John. O-ithuta Sesotho.	Ke-John eaa ithutang Sesotho.	It is John who is studying Sesotho.
Ke-Phiri. O-ithuta Senyesemane.	Ke-Phiri eaa ithutang Senyesemane.	It is Phiri who is studying English.
Ke-motho. O-ithuta Sefora.	Ke-motho eaa ithutang Sefora.	He is a person who is studying French.
Ke-Bill. O-lula Leribê.	Ke-Bill eaa lulang Leribê.	It is Bill who is living in Leribe.
Ke-nêsê. O-ea töröpöng.	Ke-nêsê eaa eang töröpöng.	It is the nurse who is going to town.
Ke-Ann. O-sëbëtsa sepetlele.	Ke-Ann eaa sëbëtsang sepetlele.	It is Ann who is working at the hospital.
Ke-mosali. O-sila pööne.	Ke-mosali eaa silang pööne.	There is a woman who is grinding corn.
Ke-monna. O-ea pitsöng.	Ke-monna eaa eang pitsöng.	There is a man who is going to a "pitso" (an outdoor meeting).
Ke-[Linêô]. O-apëre kobô.	Ke-[Linêô] eaa apëreng kobô.	It is [Dineo who is wearing a blanket.
Ke-ntatë. O-palame pêrê.	Ke-ntatë palameng pêrê.	It is (my) father who is mounted on a horse.
Ke-mosali. O-sëbëtsa le-mmê.	Ke-mosali eaa sëbëtsang le-mmê.	She's the woman who works with (my) mother.
Ke-[Tankisô]. O-tsoa ngakëng	Ke-Tankisô eaa tsoang ngakëng.	It is [Tankisô] who is coming from the doctor's (place).

C-1

Naa ke-[Susan] eaa [sëbëtsang sepetlele]?
Ê-ê, ke-[Ann] eaa [sëbëtsang sepetlele].
Hą-se-[Susan].

C-2

Ke̲-mang eaa [apëreng kobô]? Ke̲-[Mamêllô]?
Ê-ê, ke̲-[Linêô] eaa [apëreng kobô].
[Mamêllô o-apëre jase].

C-3

U-ea le-mang töröpöng?
Kȩ-ea le-[mosali] eaa sëbëtsang le-[mmê].

C-4

Ke̲-[Tankisô] eaa [tsoang ngakëng]?
Ê-ê, kȩ-nna eaa-[tsoang ngakëng].
Tankisô eêna [o-tsoa] kae?
Kea-khôloa o-[tsoa lebënkëlëng].

M-2

Use pictures 1, 2, 3 and 5 for the following:

Teacher	Response	
Kȩ-bôna mosali. O-sila pööne.	Kȩ-bôna mosali eaa silang pööne.	I see a woman who is grinding corn.
Kȩ-bôna mosali. O-pëpilë ngoana.	Kȩ-bôna mosali eaa pëpilëng ngoana.	I see a woman who is carrying a child.
Kȩ-bôna molisana. O-palame tönki.	Kȩ-bôna molisana eaa palameng tönki.	I see a herdboy who is mounted on a donkey.
Kȩ-bôna molisana. O-tšoëre molamu.	Kȩ-bôna molisana eaa tšoëreng molamu.	I see a herdboy who is holding a stick.
Kȩ-bôna monna. O-tšoëre molamu.	Kȩ-bôna monna eaa tšoëreng molamu.	I see a man who is holding a stick.
Kȩ-bôna mosali. O-roëtse tuku.	Kȩ-bôna mosali eaa roëtseng tuku.	I see a woman who is wearing a headscarf.
Kȩ-bôna mosali. O-roëtse nkhô.	Kȩ-bôna mosali eaa roëtseng nkhô.	I see a woman who is carrying a waterpot.
Kȩ-bôna mosali. O-tlammë ngoana ka-kobô.	Kȩ-bôna-mosali eaa tlammëng ngoana ka-kobô.	I see a woman who has tied the baby with a blanket (on her back).

C-5

A: Setšoantšöng sëë u-bona'ng?

B: Setšoantšöng sëna kẹ-bôna [mosali] eaa
[silang pööne].

C-6

A: U-bôna motho eaa ëtsang joang mọ̈ö̲?

B: Kẹ-bôna [molisana] eaa [palameng tönki].

S:	Ak'u hlalosê hore naa u-tlilë joang möna.	Please explain how you came here.
T:	Kẹ-tlilë ka-sefofane.	I came by airplane.
	Kẹ-ilë ka-se-palama Masëru.	I boarded it in Maseru.
	Sa-leba Khautëng.	It headed for Johannesburg.
	Ha̲-re̲-fihla Khautëng ra-palama sa-"Pan Amërican".	When we got to Johannesburg, we boarded (a plane of) Pan American.
	Ra-leba Kinshasa, Congo.	We headed for Kinshasa, Congo.
	Ha̲-re̲-tloha Kinshasa, ra-kêna Lagos, Nigeria.	When we left Kinshasa, we arrived at Lagos, Nigeria.
	Ha̲-re̲-tloha tëng, ra-êma Accra, Ghana.	When we left there, we stopped in Accra, Ghana.
	Ha̲-re̲-tloha Accra, ra-kêna Monrovia, ra-kêna Dakar, joalë ra-tla-fihla New York.	When we left Accra, we arrived at Monrovia, we arrived at Dakar, and we came and arrived in New York.
	Ha̲-re̲-fihla New York, re-ilë ra-phomola hötëlëng matsatsi a-mararo.	When we arrived in New York, we stayed (rested) in a hotel for three days.
	Ra-chakêla libaka tsë-ngata.	We visited many places.
	Ra-bôna linthô tsë-ngata.	We saw many things.
	Ra-bôna mehaho ë-melëlëlë.	We saw tall buildings.
	Ra-bôna marôkhô a-mangata.	We saw many bridges.
	Hapê ra-bôna le-makölöi a-mangata.	Also we saw many cars.
	Ra-chakêla "United Nations", mme ra-bôna mehahô ë-metlê.	We visited the United Nations, and we saw a nice buildings.
	Re-ilë ra-tloha New York kamora matsatsi a-mararo.	We left New York after three days.
	Ra-tloha tëng ka-sefofane hapê.	We left there by airplane also.
	Ha̲-re̲-tloha tëng, ra-fihla Chicago.	When we left there, we arrived in Chicago.
	Ha̲-re̲-tloha Chicago, ra-fihla Los Angeles.	When we left Chicago, we arrived in Los Angeles.
	Ha̲-re̲-tloha Los Angeles, ra-tla fihla möna San Diego.	When we left Los Angeles, we came and arrived here in San Diego.

Cycle 131 "Leloala" is a stone which is used for grinding.

M-1

Use pictures 1 and 2 for the following:

Teacher	Response	
Ke̲-sefatê. Se-thuntsë.	Ke̲-sefatê sëë thuntsëng.	It's a tree which is blooming.
Ke̲-sethêbê. Se-tšëtse phofo.	Ke̲-sethêbê sëë tšëtseng phofo.	It's a mat which contains flour.
Ke̲-sekôtlôlô. Se-tšëtse pööne.	Ke̲-sekôtlôlô sëë tšëtseng pööne.	It's a basin which contains corn.

C-1

A: Setšoantšöng sëë u-bôna'ng?

B: Kȩ-bôna [sefatê sëë thuntsëng].

C-2

A:	U-bôna'ng mö̧ö̲?	
B:	Kȩ-bôna sefatê.	
A:	Ke̲-sefatê sëë joang?	It is a tree that (is doing) what? (Lit: It is a tree which is how?)
B:	Ke̲-sefatê sëë thuntsëng.	

C-3

A:	Ka-pele ho-leloala u-bôna'ng?	What do you see near the millstone?
B:	Kȩ-bôna sethêbê sëë tšëtseng phofo.	
A:	Pela leloala u-bona'ng?	What do you see in front of the millstone?
A:	Kȩ-bôna sekôtlôlô sëë tšëtseng pööne.	

M-2

Use pictures 1, 2, 3 and 5 for the following:

Ke̲-lejoê. Le-bitsoa leloala.	Ke̲-lejoê lëë bitsoang leloala.	It's a stone which is called "a millstone".

Ke-leloala. Le-sëbëlisoa ho-sila.	Ke-leloala lëë sëbëlisoang ho-sila.	It's millstone which is used for grinding.
Ke-nthô. E-bitsoa tšepe.	Ke-nthô ëë bitsoang tšepe.	It's a thing which is called "a bell" (lit: iron).
Ke-nthô. E-tšëtse pööne.	Ke-nthô ëë tšëtseng pööne.	It's a thing which contains corn.
Ke-nkhô. E-tšëtse mëtsi.	Ke-nkhô ëë tšëtseng mëtsi.	It's a waterpot which contains water.
Ke-phôôfôlô. E-ratoa ke-bashanyana.	Ke-phôôfôlô ëë ratoang ke-bashanyana.	It's an animal which is liked by the boys.
Ke-phôôfôlô. E-thapilë hantlê.	Ke-phôôfôlô ëë thapilëng hantlê.	It's an animal which is very tame.

C-4

A: Setšoantšöng sëë u-bôna'ng?
B: Kě-bôna [lejoê lëë bitsoang leloala].

C-5

A: Leloala ke'ng?
B: Ke-lejoê lëë sëbëlisoang ho-sila.

C-6

A: Tönki ke'ng?
B: Ke-phôôfôlô ëë [ratoang ke-bashanyana].

C-7

A: Mosali o-roëtseng?
B: O-roëtse nkhô.
A: O-roëtse nkhô ëë tšëtseng eng?
B: O-roëtse nkhô ëë tšëtseng mëtsi.

M-1

Use a coat hanger, a piece of string and a tie to demonstrate the following:

kôba	Kę-kôba terata.	bend	I'm bending the wire.
köbolla	Kę-köbolla terata.	unbend	I'm unbending the wire.
thata	Kę-thata khoêlê.	wind	I'm winding the string.
thatolla	Kę-thatolla khoêlê.	unwind	I'm unwinding the string.
fasa	Kę-fasa thae.	tie, fasten	I'm tying the necktie.
fasolla	Kę-fasolla thae.	untie, unfasten	I'm untying the necktie.

C-1

S: U-ëtsa joang?

T: Kę-[kôba terata].

C-2

S:	U-ëtsa joang?	
T:	Kę-[köbolla terata].	
S:	Hą-kęa-utloa.	
	U-re u-ëtsa joang?	You say you are doing what?
T:	Kę-re, kę-[köbolla terata].	

C-3

T:	(Putting the [wire] on the table).	
	Ke̱-mang eaa batlang ho-[kôba terata]?	Who wants to [bend the wire]?
S_1:	Ke̱-nna eaa batlang ho-e-[kôba].	It is I who wants to bend it.
T:	E-nkê u-e-[kôbê].	Take it and [bend] it.
S_1:	(Takes the [wire] and [bends] it).	
	Kę-[kôba terata].	

C-4

T: E-bêhê tafolëng. (Student puts it
on the table).
Ke̲-mang eaa batlang ho-[köbolla terata]?
S₂: Kȩ-nna eaa batlang ho-e-[köbolla].
T: E-nkê u-e-[köbollê].
S₂: (Unbends it)
T: U-ëtsa joang?
S₂: Kȩ-[köbolla terata].
T: (To the class) O-ëtsa joang?
Class: O-[köbolla terata].

C-5

A:	[John] o-fasitsë thae kajëno?	Is John wearing a tie today?
B:	Ëë.	
A:	Ha̲-ho̲-chesa, o-tla e-ëtsa joang?	When it is hot, what will he do with it?
B:	O-tla e-fasolla.	

M-2

qhanolla	Kȩa-e-qhanolla.	unsaddle	I'm unsaddling it.
tomolla	Kȩa-e-tomolla.	unbridle	I'm unbridling it.
tlamolla	Kȩa-e-tlamolla.	untie, loosen	I'm untying it.
hörötolla	Kȩa-e-hörötolla.	uncinch	I'm uncinching it.

C-6

PCV: Ha̲-u̲-qêta ho-palama pêrê,
u-ëtsa joang?
Mosotho: Kȩa-e-[qhanolla].

C-7

Mosotho:	U-tseba ho-[qhanolla] pêrê?	
PCV:	Ê-ê, ha̧-ke̲-tsebe.	
Mosotho:	Kȩ-tla u-böntša. Talima hê. Kȩa-e-[qhanolla].	I will show you. Watch now. I'm unsaddling it.

M-3

sale	Kȩ-tlosa sale përëng.	saddle	I'm removing the saddle from the horse.
tlelëki	Kȩ-tlosa tlelëki përëng.	saddle blanket	I'm removing the saddle blanket from the horse.

C-8

PCV:	Hlalosa hore naa ha-u-qhanolla pêrê u-ëtsa joang.	Explain what you do when you unsaddle a horse.
Mosotho:	Kȩ-tlamolla hôrôtô. Kȩ-tlosa sale përëng. Kȩ-tlosa tlelëki. Kȩa-e-tomolla.	

C-9

A:	Ha-u-tlama hôrôtô u-ëtsa joang?	When you tighten a cinch, what do you do?
B:	Kȩa-hôrôta.	
A:	Ha-u-tlamolla tëng u-re u-ëtsa joang?	When you loosen a cinch, what do you do?
B:	Kȩ-re, kȩa hörötolla.	I say I am uncinching.

C-10

A:	U-hôrôta sale kapa u-hôrôta pêrê?	Do you cinch the saddle or do you cinch the horse?
B:	Kȩ-hôrôta pêrê, ha̧-ke höröte sale.	I cinch the horse, I don't cinch the saddle.

E-1

Use the following exercise to give students an opportunity to become familiar with the form of the reversive suffix. It is not necessary for them to learn the meanings of all these words at this point.

Teacher	Response	
kôba	köbolla	bend//unbend
thata	thatolla	wind//unwind

fasa	fasolla	tie//untie
toma	tomolla	bridle//unbridle
tlama	tlamolla	tie//untie
hôrôta	hörötolla	cinch//uncinch
bôfa	böfolla	load, carry//unload (on the back of an animal)
mena	menolla	fold//unfold
pana	panolla	hitch up/unhitch
khêtha	khëtholla	select (pick out)//omit (leave out)
hlôpha	hlöpholla	arrange//disarrange
	* * * * * * *	
qhanêha	qhanolla	saddle//unsaddle
koahêla	koaholla	cover, close//uncover, open
tšêla	tšolla	1. pour in//pour out 2. give an enema//response to an enema
khathatsa	khatholla	tire, weary, annoy//refresh

Cycle 133 We're studying with all our might so that we'll pass.

M-1

Teacher	Response	
Kȩa-ithuta. Kȩ-tseba ho-bua le-Basotho.	Kȩ-ithuta hore ke̱-tsebê ho-bua le-Basotho.	I'm studying so that I'll know how to speak with the Basotho.
Kȩa-sëbëtsa. Kȩ-fumana chêlêtê.	Kȩ-sëbëtsa hore ke̱-fumanê chêlêtê.	I'm working so that I'll find money.
Kȩ-botsa haholo. Kȩa-utloisisa.	Kȩ-botsa haholo hore ke̱-utloisisê.	I'm asking so that I'll understand.
O-bua haholo. Batho ba-mo-utloa.	O-bua haholo hore batho ba̱-mo-utloê.	He's speaking loudly so that the people will understand him.
Re-ithuta ka-matla. Rea-pasa.	Re-ithuta ka-matla hore re̱-pasê.	We are studying with all our might so that we will pass.

C-1

A: [U-ithuta Sesotho] hobaneng?

B: Hore [ke̱-tsebê ho-bua le-Basotho].

C-2

A: U-kêna sekölö kae?

B: Hȩ-ke̱-këne sekölö. Kȩa-sëbëtsa.

A: Hao! U-sëbëtsa hobaneng?

B: Kȩ-sëbëtsa hore ke̱-fumanê chêlêtê.

C-3

T:	U-batla ho-botsa hapê?	Are you asking (a question) again?
S:	Ëë.	
T:	U-botsa haholo le-uêna.	You ask too much, you!
S:	Ëë, kȩ-botsa hore ke̱-utloisisê.	

C-4

A:	[Bill] o-ëtsa lerata.	Bill is making noise.
B:	Ê-ê, hȩ-a̱-ëtse lerata; oa-bua.	No, he's not making noise, he is speaking.
A:	O-bua haholo hobaneng?	Why is he speaking so loud?
B:	Hore batho ba-mo-utloê.	So that the people will understand him.

C-5

A: Ke-le-chakêlê?	May I visit you?
B: Ê-ê, re-ithuta ka-matla matsatsing ana.	No, we are studying with all our might these days.
A: Ao! Le-ithuta ka-matla hobane'ng?	
B: Re-ithuta ka-matla hore re-pasê.	
Or: Hore re-pasê.	

M-2

O-sëbëtsa haholo. O-qêta mosëbëtsi.	O-sëbëtsa haholo hore a-qêtê mosëbëtsi.	He is working hard so that he'll finish the work.
O-bësa mollô. O-phêha lijô.	O-bësa mollô hore a-phêhê lijô.	He's making a fire so that he can cook food.
O-sëbëtsa ka-matla. O-khahlisa mookamëli.	O-sëbëtsa ka-matla hore a-khahlisê mookamëli.	He is working with all his might so that he'll please the director.
O-fasolla pêrê. E-ea nahëng.	O-fasolla pêrê hore e-eê nahëng.	He's untying the horse so that it can go into the countryside.

C-6

A: Molato ke'ng ha-John a-sëbëtsa ka-matla hakaalë?	What's wrong that (lit: when) John is working with all his might so much?
B: O-sëbëtsa ka-matla hore a-khahlisê mookamëli.	

Cycle 134 What time did you arrive there?

M-1

Review Cycle 130.

M-2

palama	U-ilë ua-palama kae?	ride, mount	Where did you board?
leba	U-ilë ua-leba kae?	head for	Where did you head for?
kêna	U-ilë ua-kêna kae?	enter, arrive at	Where did you arrive?
êma	U-ilë ua-êma kae?	stand, stop	Where did you stop?

M-3

leba	Ha u-tloha tëng, u-ilë ua-leba kae?	When you departed, where did you head for?
kêna	Ha u-tloha tëng, u-ilë ua-kêna kae?	When you departed, where did you arrive?
êma	Ha u-tloha tëng, u-ilë ua-êma kae?	When you departed, where did you stop?

C-1

S: U-ilë ua-palama sefofane kae?
Mosotho: Masëru.
S: Sefofane se-ilë sa leba kae?
Mosotho: Khautëng.
S: Ha u-tloha Khautëng, u-ilë ua-[leba] kae?
Mosotho: Kinshasa.
S: Ha u-tloha Kinshasa, u-ilë ua-[kêna] kae?
Mosotho: Lagos.
S: Ha u-tloha tëng, u-ilë ua-êma kae?
Mosotho: Accra.

C-2

S:	Le-ilë la-tloha [New York] ka-nakô efe?	What time did you leave [New York]?
Mosotho:	Re-ilë ra-tloha ka-[9:00].	
	Ra-fihla [Chicago] ka-[11:00].	
	Ra-tloha tëng ka-[12:00].	We left there at [12:00].
	Ra-fihla [L.A.] ka-[4:00], mme ra-tla fihla möna ka-[7:00].	We arrived at [L.A] at [4:00], and we arrived here at [7:00].

C-3

S:	Le-ilë la-[fihla] [Chicago] ka-nakô efe?	
Mosotho:	Re-ilë ra-[fihla] tëng ka-[11:00].	
	Or: Ka-[11:00].	

C-4

A:	U-ilë ua-fihla [New York] neng?	
B:	Maoba.	Day before yesterday.
A:	U-fihlilë neng mǫ̈ö̲?	When did you arrive here?
B:	Maobane.	Yesterday.

C-5

A:	Molato ke̲'ng?	What's wrong?
B:	Ntja e-lommë ngoana.	A dog bit/has bitten a child.

* * * * * * * * *

(Sometime later, elsewhere)

C:	Ntja e-ilë ea-ëtsa joang?	What did the dog do?
B:	E-ilë ea-loma ngoana.	He bit the child.

C-6

A:	U-tsoa kae?	
B:	Ha-[Yeats].	From [Collier & Yeats Store].
A:	U-rëkilë'ng?	What did you buy?
B:	Kȩ-rëkilë hamorê ëna.	I bought this hammer.
A:	Le-sakha ëë u-e-rëkilë hôna teng?	Did you buy the saw there also?
B:	Ê-ê, kȩ-ilë ka-e-rêka [ha-Fraser].	No, I bought it at [Fraser's Store].

Cycle 135 Who has the ball?

M-1

bôlô	Bôlô e-ho-mang?	ball	Who has the ball? (Lit: The ball is to whom?)
ênkê	Ênkê e-ho-mang?	ink	Who has the ink?
chôkô	Chôkô e-ho-mang?	chalk	Who has the chalk?
tomô	Tomô e-ho-mang?	bridle	Who has the bridle?
tlelëki	Tlelëki e-ho-mang?	saddle blanket	Who has the saddle blanket?

M-2

bôlô	Bôlô e-ho-Bill.	Bill has the ball. (Lit: The ball is to Bill.)
ênkê	Ênkê e-ho-Bill.	Bill has the ink.
chôkô	Chôkô e-ho-Bill.	Bill has the chalk.
tlelëki	Tlelëki e-ho-Bill.	Bill has the saddle blanket.

C-1

A: [Bôlô] e-ho-mang?
B: E-ho-[Bill].

C-2

A: [Ênkê] e-ho-mang?	
B: E-ho-[John].	John has it.
A: [Chôkô] eôna e-ho-mang?	The chalk, who has it?
B: Kȩa-khôloa e-ho-[Susan]. Or: Kȩ-khôloa hore e-ho-[Susan].	

C-3

A: [Tlelëki] e-ho-mang?
B: Ha̧-ke-tsebe hore naa e-ho-mang.
C: Kȩa-khôloa e-ho-[John].

C-4

A: Katiba ea-ka e-ho-mang? Who has my hat?

B: Hạ-ke̲-tsebe, fêêla kẹa-khôloa
e-ho-tichêrê.

M-3

Nna	Hạ-e̲-ho-nna.	I	I don't have it.
Eêna	Hạ-e̲-ho-eêna.	he/she	He/she doesn't have it.
bôna	Hạ-e̲-ho-bôna.	they	They don't have it.
David	Hạ-e̲-ho-David.	David	David doesn't have it.

C-5

A:	Buka ea-ka e-ho-uêna?	Do you have my book?
B:	Ê-ê, hạ-e̲-ho-nna. Êna ke̲-ea-ka.	No, I don't have it. This one is mine.
A:	Ea-ka e-ho-mang?	Who has mine?
B:	Kẹa-khôloa e-ho-[John].	

C-6

A: Kẹ-batla ho-bapala. Bôlô e-ho-mang?

B: E-ho-[Bill].

A: [Bill], tlisa bôlô; kẹ-batla ho-bapala.

Bill: Bôlô hạ-e̲-ho-nna; e-ho-[David].

M-4

mokötlana	Mokötlana oa-Ann o-ho-mang?	purse	Who has Ann's purse?
moriana	Moriana oa-Ann o-ho-mang?	medicine	Who has Ann's medicine?
mohoma	Mohoma oa-Ann o-ho-mang?	hoe, plow	Who has Ann's hoe?
mose	Mose oa-Ann o-ho-mang?	dress	Who has Ann's dress?

C-7

A: [Ann] o-batla [mokötlana] oa-hae.
O-ho-mang?

B: O-ho-[Linêô].

C-8

A:	Senôtlôlô sa-[öfisi] se-lula ho-mang?	Who has the key to the office? (Lit: The key to the office it resides with whom?)
B:	Se-lula ho-[mookamëli].	[The director] has it. (Lit. It resides with [the director].)
A:	Sa-kicheneng sônaa?	(What about) the one for the kitchen?
B:	Sôna se-lula ho-[mophëhi].	The cook has that one.

C-8

A:	Senôtlôlô sa-[öfisi] se-lula ho-mang?	Who has the key to the office? (Lit: The key to the office it resides with whom?)
B:	Se-lula ho-[mookamëli].	[The director] has it. (Lit. It resides with [the director].)
A:	Sa-kicheneng sônaa?	(What about) the one for the kitchen?
B:	Sôna se-lula ho-[mophëhi].	The cook has that one.

M-1

Teacher	Response	
U-re'ng?	U-re'ng-na?	What are you saying?!!
U-ëtsa'ng?	U-ëtsa'ng-na?	What are you doing?!!
Molato ke'ng?	Molato ke'ng-na?	What's wrong?!!
U-fihlilë neng?	U-fihlilë neng-na?	When did you arrive?
U-ea le-mang?	U-ea le-mang-na?	With whom are you going?!!

C-1

A:	(B bumps him) U-ëtsa'ng-na monna?	What are you doing, man?!!
B:	Ntšoarêlê ngoanëso.	Excuse me, brother.
A:	Ho-lokilë.	

C-2

A:	Ha-ke-fihla Lesotho, kę-tla rêka pêrê, kę-e-fêpê, kę-e-palamê, kę-e-hlakolê.	When I arrive in Lesotho, I will buy a horse, I will feed him, I will ride him, I will groom him. (Boasting on the part of A)
B:	U-re'ng na?	What are you saying?!! (A comment rather than a question.)
A:	Kęa-u-bolêlla.	I'm telling it (for you).

C-3

A:	Lumêla.	
B:	Ëë, lumêla.	
A:	Hao! U-fihlilë neng-na?	
B:	Kę-fihlilë maobane.	I arrived yesterday.

C-4

A: Hḁ-u̲ ee le-[Susan] töröpöng?

B: Ê-ë́.

A: Hao! U-ea le-mang-na?

B: Le-[Ann].

A: Öö.

M-2

tsamaea kapele	Hao! Molato ke̲'ng-na, ha̲-u̲-tsamaea kapele hakaalë?	Hey, what's up that (lit: when) you are walking so fast?
thabilë	Hao! Molato ke̲'ng-na, ha̲-u̲-thabilë hakaalë?	Hey, what's up that you are so happy?
bina	Hao! Molato ke̲'ng-na, ha̲-u̲-bina hakaalë?	Hey, what's up that you sing so much?
liëhilë	Hao! Molato ke̲'ng-na, ha̲-u̲-liëhilë hakaalë?	Hey, what's up that you are so late?

C-4

A:	Hao! Molato ke'ng-na, ha̲-u̲-tsamaea kapele hakaalë?	Hey, what's up that you are walking so fast?
B:	Hḁ-se̲-lethô. Hḁ-ke̲-batle ho-fihla morao tlelaseng.	It's nothing. I don't want to arrive late to class.

Cycle 137 Tomorrow (please) try to arrive on time.

M-1

Teacher	Response	
Ak'u mamêlê.	U-mamêlê hantlê.	(Please) listen carefully.
Ak'u tlê koano.	U-tlê koano.	(Please) come here.
Ak'u êmê hannyane.	U-êmê hannyane.	(Please) wait a little.
Ak'u arabê kapele.	U-arabê kapele.	(Please) answer quickly.
Ak'u phakisê.	U-phakisê.	(Please) hurry.
Ak'u binê hantlê.	U-binê hantlê.	(Please) sing well.

C-1

A:	Ak'u tlê koano, [John].	Please come here, [John].
John:	Ha-ke̲a-utloa hore naa u-re'ng.	I don't hear what you are saying.
A:	Ke-re, u-tlê koano.	I say, (please) come here.

C-2

Naa u-utloilë hantlê hore naa ho-thoeng?	Did you hear well what was said?
Ê-ê, ha-ke̲a utloa.	
Ha̲ mookamëli a-bua le-uêna, u-mamêlê hantlê.	When the director speaks with you, (please) listen well.

C-3

A: U-tla ëtsa'ng, [John]?

B: Ke-tla bala buka ëna.

A: Bala haholo ke̲-utloê.

B: U-re'ng?

A: Ke-re, u-balê haholo, ke-batla ho-utloa.

M-2

u-ngolê	[U-ngolê] lengôlô.	you write	(Please) write a letter.
u-koalê	[U-koalê] lengôlô.	you seal	(Please) seal the letter.
u-nkê	[U-nkê] lengôlô.	you take	(Please) take the letter.
u-têmpê	[U-têmpê] lengôlô.	you stamp	(Please) stamp the letter.
u-tlisê	[U-tlisê] lengôlô.	you bring	(Please) bring the letter.
u-pôsê	[U-pôsê] lengôlô.	you mail	(Please) mail the letter.
u-bulê	[U-bulê] lengôlô.	you open	(Please) open the letter.

C-4

A:	U-ea haë hôna joalë?	Are you going home right away?
B:	Ëë.	
A:	Ha̲ u̲-fihla lapëng, u-nkê lengôlô tafolëng, u-le-têmpê, u-eö le-pôsa.	When you get home, (please) take the letter from the table, (please) stamp it, and go mail it.

M-3

pele ho-9:00	Hosasa u-lekê ho-fihla [pele ho-9:00].	about 9:00	Tomorrow please try to arrive before 9:00.
ka-nakô	Hosasa u-lekê ho-fihla [ka-nakô].	on time	Tomorrow please try to arrive on time.

C-5

A:	U-qala mosëbëtsi ka-nakô efe?	What time do you begin work?
B:	Ke̥-qala ka-9:00.	
A:	Hosasa u-lekê ho-fihla pele ho-9:00.	
B:	Ho-lokilë, ke̥-tla leka joalö.	

C-6

A:	U-ithuta ho-bua Sesotho?	
B:	Ëë, fêêla hḁ-ke̲ se-tsebe hantlê.	
A:	U-lekê ho-se-bua kamehla. U-tla se-tseba kapele.	(Please) try to speak it every day. You will know it quickly.
B:	Ke̥a-lëboha, ke̥-tla leka joalö.	

M-4

kalima	[U-nkalimê] pênê ea-hao.	lend	(Please) lend me your pen.
bontša	[U-mpöntsě] pênê ea-hao.	show	(Please) show me your pen.
fa	[U-mphê] pênê ea-hao.	give	(Please) give me your pen.

C-7

A:	U-nkalimê [pênê] ea-hao ha̲ u̲-qêta ho-ngôla.	(Please) lend me your pen when you finish writing.
B:	U-e-isa kae?	What are you going to do with it?
A:	Ke̥-batla ho-ngôla ka-eôna.	

Cycle 138 Tell him I want him.

M-1

batla	mmatla	look for	look for him
botsa	mmotsa	ask	ask him
bôna	mmôna	see	see him
bitsa	mmitsa	call	call him
bö̈ntša	mmö̈ntša	show	show him
boloka	mmoloka	take care of	take care of him
bolêlla	mmolêlla	tell (someone)	tell him

C-1

A: [Mookamëli] o-fihlilë. Naa
u-[mmöne]?

B: Ê-ê, ha̧-ke̱a-[mmôna]. O-fihlilë
neng?

A: O-qêta ho-fihla hôna joalë.

C-2

A: [Bill] o-kae?

B: Ke̱-ënoa. U-mo-isa kae? This is him. What do you want with him?

A: Mookamëli oa-mmitsa.

C-3

A: [Thabô] o-kae?

B: Ha̧-a̱-eô, ha̧-ke̱-tsebe hore naa o-ilë kae.

A: Ha̱-a̱-fihla, u-mmolêllê hore kȩ̱a-mmatla.
Kȩ-batla ho-bua le-eêna.

C-4

A: Naa [Ann] o-ea le-rona Lesotho?

B: Ha̧-ke̱-tsebe, ha̧-ke̱a-mmotsa.

A: U-tla mmotsa neng?

B: Kȩ-tla mmotsa hôna kajëno ha̱-ṉka
mmôna. I will ask her today when I see her.

C-5

PCV:	Naa u-ka mpöntša tsela ëë eang Rôma?	Can you tell me the road which goes to Roma?
Mosotho$_1$:	(To another Mosotho) O-batla tsela ëë eang Rôma. Nna hą-ke̲-tsebe Rôma. Naa u-ka mmontša eôna?	
Mosotho$_2$:	Ëë, kę-tla mmöntša eôna.	

M-1

bëkë	Kȩ-fihlilë (möna) bëkëng ëë fetilëng.	week	I arrived (here) last week.
khoëli	Kȩ-fihlilë (möna) khoëling ëë fetilëng.	month	I arrived (here) last month.
selemô	Kȩ-fihlilë (möna) selemöng sëë fetilëng.	year, spring	I arrived (here) last spring.

* * * * * * *

Labobëli	Kȩ-fihlilë (möna) ka-Labobëli lëë fetilëng.	Tuesday	I arrived (here) last Tuesday.
Söntaha	Kȩ-fihlilë (möna) ka-Söntaha sëë fetilëng.	Sunday	I arrived (here) last Sunday.

C-1

A: U-fihlilë (mǫ̈ö) neng?

B: [Bëkëng ëë] fetilëng.

M-2

bëkë	Re-tla ea Lesotho bëkëng ëë tlang.	I will go to Lesotho next week.
khoëli	Re-tla ea Lesotho khoëling ëë tlang.	I will go to Lesotho next month.

* * * * * * *

Labobëli	Re-tla ea Lesotho ka-Labobëli lëë tlang.	I will go to Lesotho next Tuesday.
Söntaha	Re-tla ea Lesotho ka-Söntaha sëë tlang.	I will go to Lesotho next Sunday.

C-2

A: Le-ea Lesotho neng?

B: Re-tla ea [khoëling ëë] tlang.

M-3

selemô	Basotho ba-ëtsa'ng selemô?	spring	What do the Basotho do in the spring?
hlabula	Basotho ba-ëtsa'ng hlabula?	summer	What do the Basotho do in the summer?
hoetla	Basotho ba-ëtsa'ng hoetla?	fall	What do the Basotho do in the fall?
mariha	Basotho ba-ëtsa'ng mariha?	winter	What do the Basotho do in the winter?

M-4

lema	Selemô Basotho baa-lema.	plough	In the spring the Basotho plough.
hlaola	Hlabula Basotho baa-hlaola.	weed, cultivate	In the summer the Basotho weed.
kötula	Mariha Basotho baa-kötula.	harvest (corn, sorghum)	In the winter the Basotho harvest.

C-3

A: Basotho ba-ëtsa'ng [selemô]?

B: Selemô baa-[lema].

C-4

A: Lifatê li-thunya neng Lesotho?

B: Li-thunya selemô.

C-5

A: Lesotho pula e-na neng?	When does it rain in Lesotho? (Lit: In Lesotho the rain rains/falls when?)
B: E-na (le)hlabula.	It rains / falls in the summer.

C-6

A:	Basotho ba-ja pööne le-mahapu neng?	When do the Basotho eat corn and watermelons?
B:	Hoetla.	In the fall.

C-7

A:	Seramê se-lala neng?	When is there frost? (Lit: Frost lies down when?)
B:	Mariha. Or: Se-lala mariha.	

C-8

A:	Lesotho likhömo li-ea thabëng neng?	In Lesotho when do the cows go to the mountains?
B:	Li-ea thabëng hlabula.	They go to the mountains in the summer.
A:	Li-khutla neng?	
B:	Li-khutla mariha.	They return in the winter.

M-1

phela	U-sa phela?	live	Are you still living?
bôna	U-sa bôna?	see	Do you still see?
rêka	U-sa rêka?	buy	Are you still buying?
ja	U-sa ja?	eat	Are you still eating?

C-1

A: Lumêla [ntatë].
B: Ëë, lumêla [mmê].
A: U-sa phela?
B: Kẹ-sa phela. Uêna u-phela joang?
A: Chêê, le-nna kẹ-sa phela.

C-2

T: (Noting an absence in the class)
[John] o-kae?
S: O-sa ja.

C-3

A:	Mphô, ha-rẹ tsamaeê.	
B:	Butlê hannyane, kẹ-sa rêka.	Wait a bit, I'm still buying.

C-4

A:	Ha-rẹ-eê tleiaseng.	
B:	Tsamaea, kẹa-tla.	
A:	U-sa-ëtsa joang?	What are you still doing?
B:	Kẹ-sa hloëkisa ntlo ea-ka.	I'm still cleaning my house.

C-5

A:	Naa le-uêna u-ea Lesotho?	
B:	Ê-ê, hạ-ke̲-ee hôna joalë. Kẹ-tla ea ka-mosô.	
A:	U-sa ëtsa joang?	
B:	Kẹ-sa ithuta Sesotho hantlê pele.	I'm still studying Sesotho first.

M-2

tseba	Hạ-ke̲-sa tseba.	I don't know any more.
bôna	Hạ-ke̲-sa bôna.	I don't see any more.
utloa	Hạ-ke̲-sa utloa.	I don't hear any more.
sëbëtsa	Hạ-ke̲-sa sëbëtsa.	I don't work any more.
ea	Hạ-ke̲-sa ea.	I don't go any more.

C-6

A:	[Ntate=moholo] o-phêla joang?	How is (my) [grandfather]?
B:	O-phêla hantlê fêêla hạ-a̲-sa bôna hantlê.	He is well, only he doesn't see well any more.

C-7

A:	Kẹ-utloilë hore u-ea[töröpöng]. U-tsamaea neng?	
B:	Hạ-ke̲-sa ea.	I'm not going any more.
A:	Hao! Molato ke'ng?	
B:	Hạ-se̲-lethô, kẹ-tla ea ka-mosô.	There's nothing. I'll go sometime.

C-8

A:	Hạ-u̲-ee mosëbëtsing kajëno?	
B:	Ê-ê, hạ-ke̲-sa sëbëtsa.	
A:	Hao! Molato ke'ng?	
B:	Hạ-ke̲-phele hantlê. Kẹ-sa phomola.	

C-9

A: John, ha̲-rȩ-eê pösöng.

B: Kȩa-tla, kȩ-sa-il'ö bua le-mookamëli. I'm coming, I still am going to talk with the [director].

C-10

A: Ua-phela, ntatë?

B: Kȩa-phela, hą-ke̲-tsebe uêna.

A: Ao, chêê, kȩ-tëng. Kȩ-sa babalëtse. Oh, well, I'm around. I'm still spared.

Cycle 141 Flailing the sorghum.

Use picture number 6 for the following:

Möna ke-tšimong.	(This place) here is in a field.
Ke-tšimo ea-mabêlê.	It is a field of sorghum.
Kȩ-bôna banna seötlöng.	I see men on the threshing floor.
Baa-pola.	They are flailing (the grain).
Ba-pola ka-likôtô.	They are flailing with threshing sticks.
Banna ha-ba-pola mabêlê ka-likôtô, baa-bina.	When the men flail sorghum, with threshing sticks, they sing.

Kȩ-bôna hore ke-nakô ea-mariha.	I see that the time is winter.
Mariha Basotho baa-kötula.	In winter the Basotho reap.
Ba-kötula mabêlê le-pööne.	They reap sorghum and corn.
Ke-basali baa kötulang mabêlê.	It is the women who reap the sorghum.
Banna bôna baa-a-pola.	The men themselves flail it.

Banna bana ba-pola mabêlê a-mangata.	These men are flailing a lot of sorghum.
Kȩ-bôna hore le-mmoko o-mongata.	I see that there is also a lot of chaff.
Ha-banna ba-pola, basali ba-tlisa joala.	When the men are flailing, the women bring them beer.

Ha-banna ba-qêta ho-pola, ba-noa joala.	When the men finish flailing, they drink beer.
Le-basali ba-noa joala.	The women also drink beer.
Banna baa-bina.	The men sing.
Basali baa-liliëtsa.	The women shriek.

Q-1

T:	Batho baa ba-hokae?	These people are where?
S:	Ba-seötlöng.	They are on the threshing floor.
T:	Seôtlô se-hokae?	Where is the threshing floor?
S:	Se-tšimong.	It is in the field.

T:	Ke̲-tšimo ea'ng?	What (kind) of field is it?
S:	Ke̲-tšimo ea-mabêlê.	It is field of sorghum

Q-2

T:	Banna baa ba-ëtsa'ng seötlöng mọ̈ö̲?	What are these men doing here on the threshing floor?
S:	Ba-pola mabêlê.	They are flailing sorghum.
T:	Ba-a-pola ka'ng?	What are they flailing it with?
S:	Ba-a-pola ka-likôtô.	They are flailing it with threshing sticks.

Q-3

T:	Banna ha̲-ba̲-pola mabêlê ka-likôtô ba-ëtsa joang?	When the men flail sorghum with sticks, what do they do?
S:	Banna ha̲-ba̲-pola mabêlê ka-likôtô, baa-bina.	

Q-4

T:	Ke̲-nakô efe ea-selemô?	What time of the year is it?
S:	Ke̲-mariha.	
	Or: Ke̲-nakô ea-mariha.	
T:	Mariha basali ba-ëtsa'ng?	
S$_1$:	Baa-kötula.	They reap.
S$_2$:	Ba-kötula mabêlê le-pööne.	

Q-5

T:	Banna baa ba-pola mabêlê a-makae?	How much sorghum are these men flailing?
S:	A-mangata.	A lot
	Or: Ba-pola mabêlê a mangata.	

Q-6

T:	Ha̲-banna ba̲-pola, basali ba-ëtsa joang?	
S:	Basali ba-tlisa joala.	

Q-7

T:	Ha-banna ba-qêta ho-pola ba-ëtsa joang?	
S:	Ba-noa joala.	
T:	Naa u-noa joala?	
S:	Ê-ê, hą-ke-bo-noe.	No, I don't drink it.
T:	Ke-mang eaa noang joala mǫ̈ö?	Who drinks beer here?
S:	Hą-a-eô!	There's no one!

Q-8

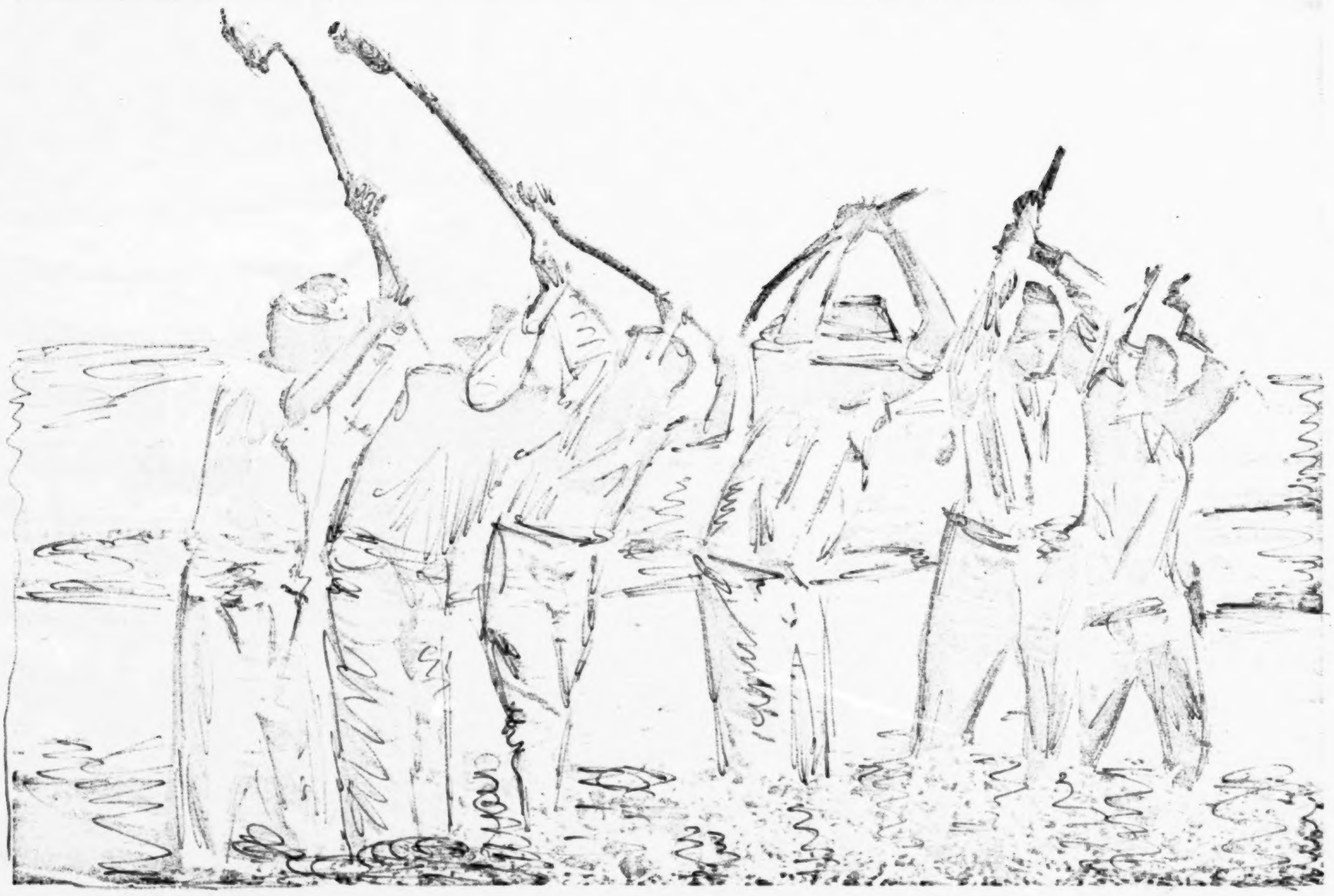
T:	Basali bôna ba-ëtsa joang?	The women, they are doing what?
S:	Le-bôna ba-noa joala.	They also drink beer.

Q-9

T:	Ha-banna ba-bina basali ba-ëtsa joang?
S:	Basali baa-liliëtsa.
T:	Naa basali ba-Amërika ba-tseba ho-liliëtsa?
S:	Ê-ê, basali ba-Amërika hą-ba-tsebe ho-liliëtsa.

Q-10

T:	[Susan], naa u-tseba ho-liliëtsa?	
Susan:	Ëë, kęa-tseba.	
T:	Hao! Naa u-tseba ho-liliëtsa naa?! Re-böntšê.	
Susan:	Iii-iii-iii!	
	Or: Kę-ne ke-soasoa. Hą-ke-tsebe ho-liliëtsa.	I was kidding.



Picture Number Six (Cycle 141) W. v. d. Kallen, N. V. F.

Cycle 142 Can you teach Afrikaans?

M-1

fasa thae	Naa u-ka fasa thae?	tie a tie	Can you tie a tie?
khanna kölöi	Naa u-ka khanna kölöi?	drive a car	Can you drive a car?
qhanêha pêrê	Naa u-ka qhanêha pêrê?	saddle a horse	Can you saddle a horse?
ruta Seburu	Naa u-ka ruta Seburu	teach Afrikaans	Can you teach Afrikaans?

M-2

fasa	Nka fasa thae.		I can tie a tie.
khanna	Nka khanna kölöi.		I can drive a car.
qhanêha	Nka qhanêha pêrê.		I can saddle a horse.
ruta	Nka ruta Seburu.		I can teach Afrikaans.

C-1

A:	Naa u-ka [fasa thae]?	
B:	Ëë, nka [e-fasa].	Yes, I can [tie it].
A:	Ak'u [e-fase] re-bônê.	Please tie it, so I can see.

C-2

A:	U-tseba ho-khanna?	
B:	Ëë, ke̥a-tseba.	
A:	Naa u-ka khanna kölöi ea-mofuta ö̥ö̲?	Can you drive this kind of car?
B:	Ëë, nka e-khanna.	

C-3

A:	Naa u-ka ruta [Seburu]?	
B:	Ëë, nka se-ruta.	
A:	U-ka ruta thutô life hapê?	What other subjects can you teach?
B:	Nka ruta [Sesotho, Sekhooa le-Sefora].	

M-2

ha-Mosala	U-ka fumana liênvelôpô ha-Mosala.	Mosala's (store)	You can find envelopes at Mosala's.
ha-Mafafa	U-ka fumana liênvelôpô ha-Mafafa.	Mafafa's (store)	You can find envelopes at Mafafa's.
ha-Baas Jan	U-ka fumana liênvelôpô ha-Baas Jan.	Baas Jan's (store)	You can find envelopes at Baas Jan's.
Makaota Store	U-ka fumana liênvelôpô Makaota Store.	Makaota's (a cafe)	You can find envelopes at Makaota's.

C-4

A: Kȩ-batla ho-rêka [pêrê]. Nka [e]-fumana kae?	
B: Ha̧-ke̲-tsebe, fêêla kȩ-khôloa hore u-ka [e]-fumana [hôna motseng möna].	I don't know, but I think that you can find one [right here in the village].

C-5

Repeat C-4 using the substitution possibilities from M-2.

Cycle 143 I said, hold the horse.

M-1

Review cycle 103

M-2

Teacher	Response	
Bitsa Phiri.	Kẹ-re, u-bitsê Phiri.	I say, call Phiri.
Tlisa köfi.	Kẹ-re, u-tlisê köfi.	I say, bring coffee.
Qhanêha pêrê.	Kẹ-re, u-qhanêhê pêrê.	I say, saddle the horse.
Tšoara pêrê.	Kẹ-re, u-tšoarê pêrê.	I say, hold the horse.

C-1

A: [Tlisa köfi].
B: U-re'ng?
A: Kẹ-re, [u-tlisê köfi].

C-2

A: Bitsa [Phiri].
B: U-re'ng?
A: Kẹ-re, u-bitsê [Phiri].
Kẹ-batla ho-bua le-eêna.
E-re a-tlê [kicheneng]. — Tell him to come to [the kitchen].

* * * * * * * * *

B: (to Phiri) Ho-thoe u-tlê [kicheneng]. — It is said that you should come to [the kitchen].
Phiri: Ho-thoe'ng?
B: Ho-thoe u-tlê [kicheneng].
Phiri: Ke̲-mang? Ke̲-[mophëhi].
B: Ëë.
Phiri: Kẹa-tla. Kẹ-sa ngôla.
B: Ho-thoe u-tlê hôna joalë.
Ho-thoe u-phakisê.
Phiri: Ho-lokilë kẹa-ea hê.

M-3

Teacher	Response	
Eaa öfising.	O-re, u-eê öfising.	He says, go to the office.
Tlisa köfi.	O-re, u-tlisê köfi.	He says, bring coffee.
Faa tichêrê setulô.	O-re, u-fê tichêrê setulô.	He says, give the teacher a chair.
Tlöö koano.	O-re, u-tlê koano.	He says, come here.
Phakisa.	O-re, u-phakisê.	He says, hurry up.
Rêka liênvelôpô.	O-re, u-rêkê liênvelôpô.	He says, buy envelopes.
Mo-kalimê buka.	O-re, u-mo-kalimê buka.	He says, lend him a book.

C-3

A: [Faa] [tichêrê setulô].
B: (To C) O-re'ng?
C: (To B) O-re, [u-fê] [tichêrê setulô].

C-4

John: [Susan], e-re [Bill] a-nkalimê buka ea-hae.
Susan: [Bill], John o-re, u-mo kalimê buka ea-hao.
Bill: Nka, ke-ëna, u-e-isê.

C-5

A: Phiri!
Phiri: Oee!
A: Thabô o-re u-tlê koano, o-batla ho-bua le-uêna.
Phiri: Ke̥a-tla, butlê.
A: O-re u-phakisê.

M-4

Teacher	Response	
Bitsa Phiri.	Kę-itsë, u-bitsê Phiri.	I said, call Phiri.
Tlisa köfi.	Kę-itsë, u-tlisê köfi.	I said, bring coffee.
Qhanêha pêrê.	Kę-itsë, u-qhanêhê pêrê.	I said, saddle the horse.
Tšoara pêrê.	Kę-itsë, u-tšoarê pêrê.	I said, hold the horse.
Ithutê Sesotho.	Kę-itsë, u-ithutê Sesotho.	I said, study Sesotho.
Rêka liênvelôpô.	Kę-itsë, u-rêkê liênvelôpô.	I said, buy envelopes.

C-6

A: U-rëkilë'ng-na?!
B: Kę-rëkilë [lipampiri].   I bought [paper].
A: Kę-itsë u-rêkê [liênvelôpô].
B: Ntšoarêlê. Hą-ke̲a-utloa.
A: Khutla u-eö rêka [liênvelôpô].
    Phakisa kapele.

C-7

T: Kę-itsë, le-ithutê ho-ngôla
    Sesotho. Hą-ho̲-joalö?
S: Ho-joalö.
T: Hapê, kę-itsë le-ithutê ho-bala
    Sesotho. Hą-ho̲-joalö?
S: Ho-joalö, tichêrê.
T: Joalë, naa le-ithutilë?
S: Ëë, tichêrê.
T: Kę-hantlê.

Cycle 144 It is asked if you like Lesotho.

M-1

Teacher	Response	
O-tsamaea ka-sefofane?	Naa o-tsamaea ka-sefofane naa?	Is he traveling by plane?
O-ea le-Tau töröpöng?	Naa o-ea le-Tau töröpöng naa?	Is he going to town with Tau?
U-tseba ho-liliëtsa?	Naa u-tseba ho-liliëtsa naa?	Do you know how to shriek?
U-tseba ho-kötula mabêlê?	Naa u-tseba ho-kötula mabêlê naa?	Do you know how to reap sorghum?
U-rata ho-phela Lesotho?	Naa u-rata ho-phela Lesotho naa?	Do you like to live in Lesotho?
[ ]?	Naa [ ] naa?	

C-1

Morêna:	[Thabô], botsa [John] hore naa o-rata ho-phela Lesotho	[Thabo], ask [John] if he likes Lesotho.
Thabô:	Ho-thoe naa u-rata ho-phela Lesotho naa.	It is asked if you like Lesotho.
John:	Ê-ê, ha̧-ke̲-rate ho-phela Lesotho. Kȩ-rata ho-phela Amërika.	

C-2

A: Thabô o-ea Lesotho neng?

B: Hosasa.

A: O-tsamaea ka-sefofane?

B: U-re'ng?

A: Kȩ-re, naa o-tsamaea ka-sefofane naa?

B: Ha̧-ke̲-tsebe. Kȩa-khôloa o-tsamaea ka-sôna.

C-3

A:	U-ea le-Tau [töröpöng]?	
B:	Ha̧-ke̲a-utloa. U-re'ng?	
A:	Kȩ-botsa hore naa u-ea le-[Tau] [töröpöng] naa.	I'm asking if you are going [to town] with [Tau].
B:	Ëë, kȩ-ea le-eêna.	

M-2

Teacher	Response	
U-il'ö bapala?	U-il'ö bapala naa?	Are you going to play?
U-kêna sekölö Morija?	U-kêna sekölö Morija naa?	Do you attend school at Morija?
U-lula le-Mphô?	U-lula le-Mphô naa?	Do you live with Mpho?
Ua-ntseba?	Ua-ntseba naa?	Do you know me?
U-bitsa nna?	U-bitsa nna naa?	Are you calling me?
[ ]?	[ ] naa?	

C-4

A: U-lula le-[Mphô] naa?

B: Ëë, kę- lula le-eêna.

C-5

A: Ua-ntseba naa?

B: Ëë, kęa-u-tseba.

A: Ke̲-hantlê.

C-6

A: U-il'ö bapala naa?

B: Ê-ê, kajëno hą-ke̲-eö bapala.

A: Hobane'ng?

B: Hą-ke̲-phele hantlê.

C-7

A: Naa [Thabô] o-kêna sekölö [Morija]?

B: Hą-ke̲-tsebe hantlê. Butlê ke̲-mo-botsê.
[Thabô], u-kêna sekölö [Morija] naa?

A: Ê-ê, hą-ke̲-këne sekölö [Morija].
Kę-se-kêna [Rôma].

C-8

A: U-bitsa nna naa?

B: Ê-ê, hą-ke̲-bitse uêna.

Cycle 145 Get up, wash, and eat.

M-1

qhanêha	u-qhanêhê	saddle (imperative)
palama	u-palamê	mount (imperative)
ea	u-eê	go (imperative)
tšêla	u-tšêlê	pour in (imperative)
bea/beha	u-bêhê	put (imperative)
ëtsa	u-ëtsë	prepare (imperative)

C-1

Mookamëli:	[Bill] tšoara pêrê, u-palamê, u-eê [lebënkëlëng].	[Bill], take the horse, saddle up, mount, and go to [the store].
Bill:	Kȩ-eö rêka'ng?	What should I go buy?
Mookamëli:	U-eö rêka [lisakerêtê].	You should go buy [cigarettes].

C-2

A:	Bësa mollô, u-tšêlê mëtsi pitsëng, u-bêhê pitsa mollöng.	Make a fire, pour water into the pot, put the pot on the fire.
B:	Ha mëtsi a-bêla kȩ-ëtsë joang?	When the water boils, what should I make?
A:	U-ëtsë teë.	

C-3

A: Ke-nakô ea-ho-ja.

B: Kȩ-ëtsë lijô?

A: Ëë, bësa mollô, u-ëtsë lijô, mme u-behê lesela tafolëng.

M-2

tsamaea	u-tsamaeê	go (imperative)
rêka	u-rêkê	buy (imperative)
ja	u-jê	eat (imperative)
hlapâ	u-hlapê	wash (imperative)
tseba	u-tsebê	then you are ready (idiom)

C-4

A:	Naa u-jelë?	Have you eaten?
B:	Ê-ê, lijô ha̧-li̲-eô.	
A:	Nka chêlêtê, u-tsamaeê, u-eê [k'hëfing], u-rêkê lijô, u-jê.	Take the money, leave, go to the [cafe], buy food, eat.
B:	Kȩa-lëboha.	

C-5

A:	Naa u-ea sekölöng?	
B:	Ëë. Kȩa-ea.	
A:	Tsoha hê, u-hlapê, u-jê, u-tsebê ho-ea sekölöng.	Get up then, wash, eat, then you are ready to go to school.

C-6

A:	[John], matha u-eê [mmarakëng], u-rêkê nama. Phakisa, se-kaa liêha.	[John], run, go to the [market], buy meat. Hurry, don't delay.
B:	Ke̲-rêkê nama ea-khömo kapa ea-nku?	Should I buy beef or mutton?
A:	U-rêkê ea-[khömo].	

C-7

A:	Kȩ-batla ho-kêna. Ke̲-kênê?	
B:	Ëë, kêna, u-koalê monyakô, hoa-bata.	

C-8

A:	Kȩ-khathëtse haholo.	I'm tired.
B:	Hao! Molato ke'ng? E-seng u-lapilë?	Oh! What's wrong? Aren't you hungry?
A:	Ëë, kȩ-lapilë empa e-seng hakaalö.	Yes, I'm hungry, but not very much.
B:	Nka lebese u-noê. Le-tla u-khatholla.	Take some milk, drink. It will refresh you.
A:	(Takes the milk) Kȩa-lëboha.	

C-9

A:	Kȩ-bësitsë mollô. Ke̲-phêhê nama?	I've made a fire. Should I cook some meat?
B:	Se-kaa e-phêha, e-bësë. Kȩ-lapilë. Kȩ-batla ho-ja hôna joalë.	Don't cook it, roast it. I want to eat right away.

Cycle 146 To care for a horse is to do what?

M-1

fêpa	Ho-hlôkômêla pêrê ke̲-ho-e-fêpa.	feed	To care for a horse is to feed it.
hlakola	Ho-hlôkômêla pêrê ke̲-ho-e-hlakola.	groom	To care for a horse is to groom it.
fa mëtsi	Ho-hlôkômêla pêrê ke̲-ho-e-fa mëtsi.	give water	To care for a horse is to give it water.
ëtsa joang?	Ho-hlôkômêla pêrê ke̲-ho-ëtsa joang?	do what?	To care for a horse is to do what?

C-1

A:	Ho-hlôkômêla pêrê ke̲-ho-ëtsa joang?	
B:	Ke̲-ho-e-[fêpa].	To [feed] it.

C-2

Mosotho:	Naa ua-tseba hore u-tšoanëtse ho-hlôkômêla pêrê?	Do you know how you ought to care for a horse?
PCV:	Ho-hlôkômêla pêrê ke̲-ho-ëtsa joang?	
Mosotho:	Ke̲-ho-e-hlakola, le-ho-e-fêpa kamehla.	It is to groom him and to feed him everyday.
PCV:	Ŏö, kę-tla e-hlôkômêla.	

M-2

pêrê	Ho-fêpa pêrê ke̲-ho-e-fa furu.	horse	To feed a horse is to give it fodder.
ngoana	Ho-fêpa ngoana ke̲-ho-mo-fa lebese.	child	To feed a child is to give it milk.

C-3

A: Ho-fêpa [pêrê] ke̲-ho-ëtsa joang?

B: Ke̲-ho-e-fa [furu].

M-3

hlakola	U-e-hlakolê.	groom	You should groom him.
boloka	U-e-bolokê setalëng.	keep, guard	You should keep him in a stable.
fêpa	U-e-fêpê.	feed	You should feed him.
fa	U-e-fê mëtsi	give	You should give him water.

C-4

PCV:	Ak'u mpolêllê hantlê hore naa ha̲ ke̲-hlôkômêla pêrê, ke̲-ëtsë joang.	
Mosotho:	Ha̲ u̲-qêta ho-e-plama, u-e-hlakolê mofufutsô. U-e-bolokê setalëng. E-robalê tëng. U-e-fêpê fura, pööne le-mabêlê. U-e-hlakolê kamehla. U-e-fê mëtsi kamehla.	When you finish riding, you should remove (by grooming) the sweat. You should keep it in a stable. It sleeps there. You should feed it fodder, corn, and sorghum. You should groom it every day. You should give it water every day.
PCV:	Ke̲-e-hlakolê ka'ng?	
Mosotho:	Ka-rôsekama.	With a horse brush.

C-5

Mosotho:	Ua-tseba joalë hore naa u-tšoanëtse ho-hlôkômêla pêrê joang?	Do you know now how you ought to care for a horse?
PCV:	Kęa-khôloa kę-tseba hannyane fêêla.	I think I know only a little.
Mosotho:	Ak'u hlalosê.	
PCV:	Ha̲ ke̲-qêta ho-palama, kę-e-hlakola mofufutsô. Kę-e-fêpa kamehla. Kę-nëpilë?	Am I right?
Mosotho:	Ëë, u-nëpilë. U-e-fê mëtsi kamehla. Hapê u-e-bolokê setalëng.	Yes, you are right.

C-6

PCV:	Naa ua-bôna hore pêrê ëë, e-mëtsi?	Do you see that this horse is wet?
Mosotho:	Ha̱-ho̱-thoe e-mëtsi. Ho-thoe e-fufulëtsoe. Ha̱-se̱-mëtsi nthô ëna. Ke̱-mofufutsô.	It isn't said that it is wet. It is said that it sweats. This thing is not water. It is sweat.
PCV:	Ke̱-mofufutsô?	It is sweat?
Mosotho:	Ëë, e-fufulëtsoe.	

Cycle 147 They will sit down, drink beer, and sing.

M-1

Teacher	Response	
Ba-tla lula fatše. Ba-tla noa joala.	Ba-tla lula fatše, ba-noê joala.	They will sit down and drink beer.
Ba-tla noa joala. Ba-tla ŏlosa mabêlê.	Ba-tla noa joala, ba-ŏlosê mabêlê.	They will drink beer, and (then) winnow the sorghum.
Ba-tla bina. Ba-tla liliëtsa.	Ba-tla bina, ba-liliëtsë.	They will sing and shriek.
Ba-tla tloha tëng. Ba-tla leba London.	Ba-tla tloha tëng, ba-lebê London.	They will leave from there and head for London.
Ba-tla palama sefofane. Ba-tla tloha.	Ba-tla palama sefofane, ba-tlohê.	They will board a plane and leave.

C-1

Use picture number 6 for the following.

A: Banna baa ha ba-qêta ho-pola, ba-tla ëtsa joang?

B: Ba-tla lula fatsĕ, ba-noê joala, ba-binê.

A: Basali bôna ba-tla ëtsa joang?

B: Ba-tla noa joala le-bôna, ba-ölosê mabêlê, ba-binê, ba-liliëtsë.

C-2

S:	Ak'u hlalosê hore naa baithaopi ba-tla ea joang Lesotho.	Please explain how the volunteers will go to Lesotho.
T:	Ba-tla tsamaea ka sefofane.	They will go by plane.
	Ba-tla kôpana New York. Ba-tlohê New York ka-sefofane, ba-lebê London.	They will meet (each other) in New York. They will leave New York by plane and head for London.
	Ha ba-fihla London ba-tla phomola tëng letsatsi löhlë.	When they arrive in London, they will rest there all day.
	Ba-tlohê tëng mantsiboea, ba-lebê Lagos. Ha ba-tloha Lagos ba-lebê Kinshasa, ha ba-tloha tëng ba-kênê Khautëng.	They will leave from there in the evening and head for Lagos. When they leave Lagos, they will head for Kinshasa, and when they leave from there they will arrive at Johannesburg.

Ha̲ ba̲-fihla Khautëng, ba-tla palama sefofane sëë eang Lesotho. Ba-tlohê Khautëng hoseng ka-"quarter-past-7:00." Ba-fihlê Masëru ka-9:00.	When they arrive at Johannesburg, they will board a plane which is going to Lesotho. They will leave Johannesburg in the morning at 7:15. They will arrive in Masëru at 9:00.

C-3

T:	Ak'u hlalosê hore naa hosasa u-tla ëtsa joang.	Please explain what you are going to do tomorrow.
S:	Hosasa ke̥-tla tsoha, ke̥-hlapê, ke̥-aparê, ke̥-.... (continue in the fashion of C-2 in Cycle 107)	Tomorrow I'll get up, wash, dress, ...

C-4

PCV:	Matloana a-hokae?	Where are "the little houses?"
Mosotho$_1$:	U-tla tsamaea. U-fetê ntlo ëna. U-tjekê hukung ea-jarete. U-botsê batho.	You (will) go, you pass this house, you turn at the corner of the garden, and (then) ask the people.
PCV:	(meets Mosotho$_2$) Ak'u ntšoarêlê. Matloana a-hokae?	
Mosotho$_2$:	Ke̲-ane.	They are over there.
PCV:	A-kae? Hḁ-ke̲-a-böne.	Where are they? I don't see them.
Mosotho$_2$:	Hḁ-re̲-eê, ke̲-u-isê.	Let's go, I should take you.

Cycle 148 When the women get home, they unload the donkeys.

M-1

Review Cycle 132. Use a piece of string for C-1 to C-5

Teacher	Response	
fasa	fasolla	tie//untie
bôfa	böfolla	load//unload
thata	thatolla	wind//unwind
tlama	tlamolla	bind//unbind

C-1

T:	Naa u-tseba ho-[thata] [khoêlê]?	Do you know how to [wind] [string]?
S:	Ê-ê, hḁ-ke̲-tsebe. Ho-[thata] [khoêlê] ke̲-ho-ëtsa joang?	No, I don't know. To [wind] [string] is to do what?
T:	Ke̲-ho-ëtsa tjëna (teacher demonstrates).	It is to do thus.
S!	[Khoêlê] ke̲'ng?	[String] is what?
T:	[Khoêlê] ke̲-nthô ëna.	[String] is this thing.

C-2

T:	Naa u-tseba ho-[e-thatolla]?	Do you know how to [unwind] it?
S:	Hḁ-ke̲-tsebe ho-[e-thatolla[. Ke̲-ho-ëtsa joang?	
T:	Tlisa ke̥-u-bontšê. Ke̲-ho-ëtsa tjëna.	
S:	Öö, ke̥a-bôna.	

C-3

T:	(Winding the string) Ke̥-ëtsa joang?	What am I doing?
S:	U-thata khoêlê.	
T:	(Unwinding the string) Joalë ke̥-ëtsa joang?	
S:	U-thatolla khoêlê.	You are unwinding string.

C-4

T:	Naa u-ka-[thata khoêlê]?	Can you [wind string]?
S:	Ke̥a-khôloa nka leka.	I think I can try.
T:	Ak'u lekê ho-e-[thata] ke̥-bônê.	Please try to wind it so I can see.

C-5

T:	U-ka [e-thatolla]?	Can you [unwind it]?
S:	Ëë, nka [e-thatolla]. Mphê ke̲-[e-thatollê].	

M-2

bôfa	Basali ba-bôfa litönki.	The women load the donkeys.
böfolla	Basali ba-böfolla litönki.	The women unload the donkeys.
fasa	Basali ba-fasa litönki.	The women tie the donkeys.
fasolla	Basali ba-fasolla litönki.	The women untie the donkeys.

C-6

A:	Tönki e-sëbëlisoa ho-ëtsa'ng	A donkey is used to do what?
B:	Ho-[bôfa[mekötla.	To [carry] bags.

C-7

A:	Basali ba-bôfa ka'ng ha̲ ba̲-il'ö sila?	The women load up what when they go to grind?
B:	Ba-bôfa ka-litönki.	
A:	Ha̲ ba̲-fihla leloalëng ba-ëtsa joang?	When they arrive at the mill, they do what?
B:	Baa-böfolla. Baa-sila. Ha̲ ba̲-qêta ho-sila ba-bôfa hapê. Ba-boêla haë.	They unload. They grind. When they finish grinding, they load up again. They return home.
A!	Ha̲ ba̲-fihla haë, ba-ëtsa joang?	
B:	Baa-böfolla.	

C-8

A:	Ha̲ u̲-bêha mokötla holima tönki u-ëtsa joang?	When you put a bag on a donkey you do what?
B:	Ke̥a-bôfa.	
A:	Ha̲ u-o-thëola tëng u-ëtsa joang ?	When you bring/take it down from there you are doing what?
B:	Ha̲ ke̥-o-thëola, ke̥a-böfolla.	When I take it down, I'm unloading.

C-9

A:	U-ea kae?	
B:	Kḙ-ea sakëng.	I'm going to the corral (lesaka).
A:	U-il'ö ëtsa joang?	
B:	Kḙ-il'ö fasa [tönki].	

C-10

A:	[Tönki] ea-hao e-kae?	
B:	E-ka-sakëng.	It's in the corral.
A:	U-tla e-fasolla neng, e-eê nakëng?	When will you untie it so that it may go into the countryside?
B:	Kḙ-tla e-fasolla hôna joalë.	

Cycle 149 They are passing near a tree which has a bell.

M-1

Use pictures 1, 2, 3, and 4 for the following.

Teacher	Response	
Batho ba-feta pela sefatê. Se-na le-tšepe.	Batho ba-feta pela sefatê sëë nang le-tšepe.	The people are passing near a tree which has a bell.
Mosali o-sëbëlisa lejoê. Le-bitsoa "tšilô."	Mosali o-sëbëlisa lejoê lëë-bitsoang "tšilô."	The woman is using a stone which is called "tšilô."
Ke̥-bôna lesaka. Le-na le-likhömo ka-hare.	Ke̥-bôna lesaka lëë nang le-likhömo ka-hare.	I see a kraal which has cattle in it.
Molisana o-palame phôôfôlô. E-bitsoa tönki.	Molisana o-palame phôôfôlô ëë bitsoang tönki.	The herdboy is mounted on an animal which is called "tönki."
Monna o-ëme pela sefatê. Sefatê se-thuntsë.	Monna o-ëme pela sefatê sëë thuntsëng.	The man is standing near a tree which is blooming.

C-1

A: Batho ba-feta pela'ng?

B: Ba-feta pela sefatê sëë nang le-tšepe.

C-2

A: Mosali o-sëbëlisa'ng?

B: [ ]

A: U-bôna'ng mö̥ö̱?

B: [ ]

A: Molisana o-palame'ng?

B: [ ]

A: Monna o-ëme kae?

B: [ ]

M-2

Teacher	Response	
Ke̥-batla motho. O-nkilë senôtlôlô sa-ka.	Ke̥-batla motho eaa nkilëng senôtlôlô sa-ka.	I'm looking for the person who has my key (lit:for the person who has taken my key).

Ke̥-batla mohlankana. O-nkilë mokötlana oa-ka.	Ke-batla mohlankana eaa nkilëng mokötlana oa-ka.	I'm looking for the youth who has my purse.
Ke̥-batla moroëëtsana. O-nkilë jësi ea-ka.	Ke̥-batla moroëëtsana eaa nkilëng jësi ea-ka.	I'm looking for the girl who has my sweater.

C-3

A:	U-batla mang?	Who are you looking for?
B:	Ke̥-batla [motho] eaa nkilëng [senôtlôlô sa-ka].	

M-1

Beginning with this cycle a "reduced" format is frequently used for presenting the M-phases. This will make no difference in how the M-phase is used in class; you should continue to use the M-phases as if they had been written out in full. This "reduced" format is simply a way of eliminating repetitious words from the text. The hyphenated lines indicate that you should supply words from the full sentence above. Hence, in M-1 below

-----[thabisa]-----

should be read as

Nka u-thabisa ka'ng?

thusa	Nka u-[thusa] ka'ng?	help	How can I [help] you?
thabisa	------[thabisa]----	please, make happy	
khôtsôfatsa	------[khôtsôfatsa]----	satisfy	
hlokofatsa	------[hlokofatsa]-----	torment	

C-1

A: Nka u-thusa ka'ng, [ntatë]?

[Ntatë]: Hḁ-ke̲-batle lethô.

C-2

A: Nka u-thusa ka'ng, [ntatë]?

[Ntatë]: Ke̥-batla öfisi ea-mookamëli.

A: Tlöʊ̈ ke̲-u-isê. Come, I'll take you.

M-2

bohôbê	Nka rêka [bohôbê] kae?	bread	Where can I buy [bread]?
sakha	-------- [sakha] ----	a saw	
liêta	-------- [liêta] ----	shoes	
parafine	-------- [parafine]---	kerosene	

M-3

bohôbê	Nka fumana [bohôbê] kae?	bread	Where can I find [bread]?
sakha	---------- [sakha] ---	a saw	
lefiêlô	---------- [lefiêlô]---	a broom	
linaoa	---------- [linaoa] ---	beans	

Cycle 151 I see men who are threshing sorghum.

M-1

Sesotho	Ke̥-bö=mang baa ithutang [Sesotho]?	Sesotho	Who (pl) are studying [Sesotho]?
Senyesemane	--------[Senyesemane]?	English	
[ ]	--------[ ]?		

C-1

A: Ke-bö=mang baa ithutang [Sesotho]?

B: Ke-[Bill] le-[John].

Or: Ke̥-batho baa batlang ho-ea Lesotho. It's the people who want to go to Lesotho.

M-2

lula	Ke̥-bö=mang baa [lulang] Lesotho?	staying	Who (pl) is [staying] in Lesotho?
ea	--------[eang]--------	go	
sëbëtsa	--------[sëbëtsang]---	work	
boêla	--------[boêlang]-----	return	

C-2

A: Ke-bö=mang baa
[eang] [Lesotho]?

B: Ke-[baithaopi].

M-3

Further drills for practicing the class 1 plural relative, baa, can be prepared along the line of M-1 and M-2 above from the materials in cycle 115.

M-4

See M-1, cycle 129, for further ideas on expanding this exercise.

C-3

PCV:	Nka [rêka] [liêta] kae?	
Mosotho:	[Ha-Cowley].	[At Cowley's store].
PCV:	[Ha-Cowley] Ke̲-hokae?	
Mosotho:	U-tla tsamaea. U-fetê [mmarakëng]. U-tjekê hukung ea-[lebênkêlê la-Malëbo]. U-botsê batho.	You go past the [market], turn the corner at [Malebo's store], and ask some people.
PCV:	Ke̥a-lëboha.	

M-4

lijô	Ak'u mpöntšê möö nka fumanang [lijô].	food	Please show me where I can find some [food].
liêta	----------[liêta].	shoes	
litapolê	----------[litapolê].	potatoes	
morêna	----------[morêna].	the chief	
Thabô	----------[Thabô]	Thabo	
mookamëli	----------[mookamëli].	the director	

C-4

A: Ak'u mpöntšê möö nka fumanang [litapolê].
B: U-ka li-fumana ["Maseru cafe"].
A: ["Maseru cafe"] ke-hokae?
B: U-tla tsamaea. U-fetê [pösöng].
U-tšelê tsela, U-fetê ["American Library"]. You cross the road.
U-fihlê ["Maseru cafe"].

B:	Ê-ê, hḁ-ke̲a̲-qêta.	
A:	Öö,u-tla le-[k̊oahêla] hê ha̲ u̲-qëtilë.	[Close]it when you have finished.

C-5

A:	U-ëtsa joang?	
B:	Ke̥-koahêla lebôkôsê lëna.	
A:	Se-kaa le-koahêla, ke̥-tlil'ö tšêla liphahlô ho-lôna.	Don't close it, I'm coming to put some clothes into it.
B:	Ho-lokilë, u-tla le-koaholla ha̲ u̲-tšêla liphahlô.	
A:	Se-kaa koahêla pitsa ëno ke̥-bônê hore naa u-phëhilë'ng.	Don't cover that pot, so I can see what you have cooked.
B:	U-tla e-koaholla hḁ-ke̲-re, ha̲ u̲-batla ho-bôna hore naa ke̥-phëhilë'ng?	You'll uncover it, won't you, when you want to see what I have cooked.

Teacher	Response	
Ke-batho. Ba-ithuta [Sefora].	Ke-batho baa ithutang [Sefora].	They are the people who are studying [French].
Ke-bö = nêsê. Ba-ea [töröpöng].	Ke-bö=nêsê baa eang [töröpöng].	It is the nurses who are going to [town].
Ke-basali. Ba-sila [pööne].	Ke-basali baa silang [pööne].	It is the women who are grinding [corn].
Ke-[ ]. Ba-[ ].	Ke-[ ] baa [ ]ng [ ].	

C-3

A: Ke-bö=mang baa [eang] [töröpöng]?

B: Ke-[bö=nêsê].

A: Ke-bö=mang baa [ ]ng [ ].

B: Ke-[ ].

M-5

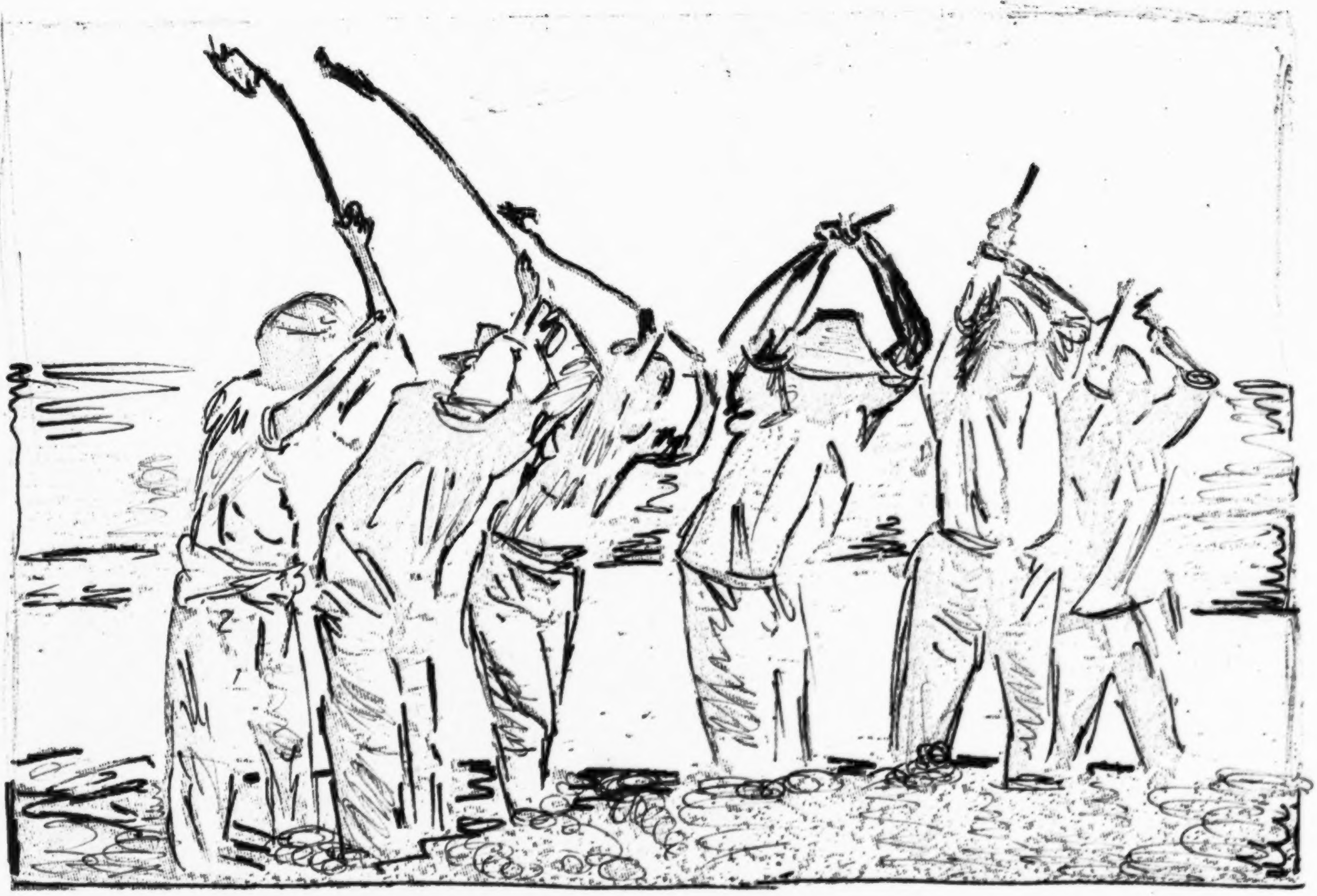
Use pictures 1 and 6 for the following:

Teacher	Response	
Kḙ-bôna batho. Ba-feta pela sefatê.	Kḙ-bôna batho baa fetang pela sefatê.	I see people who are passing near a tree.
Kḙ-bôna banna. Ba sëbëtsa tšimöng.	Kḙ-bôna banna baa sëbëtsang tšimöng?	I see men who are working in the field.
Kḙ-bôna banna. Ba-pola mabêlê.	Kḙ-bôna banna baa-polang mabêlê.	I see men who are threshing sorghum.

C-4

A: U-bôna'ng möo̭?

B: Kḙ-bôna [banna] baa [polang mabêlê].



Picture Number Six (Cycle 151) W. v. d. Kallen, N. V. F.

NO photo

Cycle 152 Close it when you've finished.

M-1

Use a pot, a box, a tin can, and a bottle for the following.

pitsa	Koaholla pitsa.	pot	Uncover the pot.
lebôkôsê	Koaholla lebôkôsê.	box	Open the box.
bolëkana	Koaholla bolëkana.	tin can	Open the tin can.
bôtlôlô	Koaholla bôtlôlô.	bottle	Open the bottle.

C-1

A: U-tšëtse'ng ka-[bolëkanëng]? Koaholla ke̲-bônê.

B: Hạ-ke̲a-tšêla lethô.

A: Öö, koahêla hê.

C-2

A: U-tšëtse'ng ka-[lebökösëng]?

B: Kẹ-tšëtse [chôkô, lipêntšêlê, le-libuka].

C-3

Ngaka: Koaholla bôtlôlô. U-tšêlê moriana K'haphong.

Nêsê: Kẹ-o-tšëtse.

Ngaka: Koahêla botlôlô hê, u-mphê moriana.

Nêsê: Nka ke̲-öna.

M-2

koahêla	U-tla le-[koahêla], ha̲ u̲-qëtilë.	shut, close	Close it when you have finished. (lit: You will close it when you have finished.
fasa	-------[fasa]--------	fasten	
isa pösöng	-------[isa pösöng]--	carry to the post office	

C-4

A: Kẹ-batla ho-[koahêla] lebôkôsê lëna. U-q̧ëtilë ho-tšêla liphahlô tsa-hao?

I want to [close] this box. Have you finished putting your clothes into it?

Cycle 153 Winnowing wheat.

T-1

Use picture number 7 for the following.

Setšoantšô së̆na se-re-bö̆ntsa bạsali ba-Basotho.	This picture shows us some Basotho women.
Ba-seö̆tlö̆ng. Ba-së̆bë̆tsa haholo.	They are at the threshing floor. They are working hard.
Ho-bônahala hore hoa-poloa.	It appears that there is threshing going on.
Ho-poloa hörö̆.	There is threshing of wheat.
Basali bana baa-ölosa.	These women are winnowing.
Mosali ë̆noa o-itlammë̆ka-tjale thëkëng.	This woman has tied herself about the waist with shawl.
O-ölosa ka-seroto.	She is winnowing with a grain basket.
Eaa pela-hae o-lutse fatše.	(The woman) who is near her is sitting down.
Le-eêna o-tšetse körö̆ serotong.	She also has wheat in a grain basket.
Oa-boraro o-iname.	The third one is stooping over.
Le-eêna o-tšëtse körö serotong.	She also has wheat in a grain basket.
Kaofêla ba-bônahala ba-sëbëtsa haholo.	They all appear to be working hard.
Oa-pele o-roë̆tse lifaha molalëng.	The first one is wearing beads around the neck.
Hạ-a̲a-roala lethô hlö̆öhö̆ng le-maotong.	She isn't wearing anything on her head or feet.
Oa-bobë̆li o-roëtse tuku. Hapê o-roëtse masêkana matsö̆hö̆ng.	The second is wearing a head scarf. Also she is wearing bracelets on her arms.
Oa-boraro o-roëtse lifaha molalëng le-masêkana maotong.	The third is wearing beads around the neck and bracelets on the feet.

Q-1

T: Hlalosa setšoantšô së̆na.

S: [ ]

Q-2

Ask questions about this picture in the same manner that you did with previous pictures.

T-2

Ka-bokhutšoanyane, hlalosa setšoantšô sëna ka-mantsoe a-hao. U-sëbëlisê fêêla mantsoe ao barutuoa ba-ithutilëng ôôna.

Q-3

Ask questions about this picture based on your description in T-2 above.

Cycle 154 If you laugh at me, I'll be angry.

M-1

thula	Ha u [nthula], ke̥-tla halefa.	bump	If you [bump] me, I'll be angry.
shapa	----[nchapa]----------------	hit	
tšêha	----[ntšêha]----------------	laugh at	
raha	----[nthaha]----------------	kick	

C-1

A: Ke̥-tla u-[thula], tloha tselëng. I'll [bump] you, get out of the way.
B: Ha u-[nthula], ke̥-tla halefa. If you [bump me], I'll be angry.

M-2

chêlêtê	Ha u-ka ba le-[chêlêtê] ë-ngata, u-ka ëtsa'ng? ka-eôna?	money	If you have lots of money, what can you do with it?
körö	-------[körö]----------	wheat	
phofo	-------[phofo]---------	flour	
nama	-------[nama]----------	meat	

C-2

A: Ha u-ka ba le-chêlêtê ë-ngata u-ka ëtsa'ng ka-eôna?
B: Nka e-boloka bankëng. I can keep it in the bank.

M-3

Mafetëng	Ha nka tloha Masëru ka-8:00, nka fihla Mafetëng ka-nakô efe?	If I leave Maseru at 8:00, at what time can I arrive at Mafeteng?
Leribê	Ha nka tloha Masëru ka-8:00, nka fihla Leribê ka-nakô efe?	
[ ]	Ha nka tloha Masëru ka-8:00, nka fihla [ ] ka-nakô efe?	
Warner Springs	Ha nka tloha mö̥ö ka-8:00, nka fihla Warner Springs ka-nakô efe?	If I leave here at 8:00, at what time can I arrive at Warner Springs?

[ ]	Ha̱ ṉka tloha mö̥ö̱ ka-8:00, nka fihla [ ] ka-nakô efe?	

M-4

Mafetëng	U-ka fihla ka-12:00.	You can arrive at 12:00.
Leribê	U-ka fihla ka-1:00.	You can arrive at 1:00.
[ ]	U-ka fihla ka-[ ].	

C-3

A: Ha̱ ṉka tloha mö̥ö̱ ka-[8:00] nka fihla [Warner Springs"] ka-nakô efe?

B: U-ka fihla ka-[9:00].

C-4

A:	Naa u-tla nchakêla ka-Söntaha?	Will you visit me on Sunday?
B:	Ëë, ke̥a-khôloa ke̥-tla tla.	
A:	Nka-thaba haholo ha̱ u̱-ka tla.	I can be very happy if you can come.

C-5

A:	U-qëtilë mosëbëtsi oa-hao?	Have you finished your work?
B:	Ê-ê, hḁ-ke̱a-qêta.	
A:	U-lekê ho-sëbëtsa kapele, ha̱ u̱-batla ho-qêta.	You should try to work fast, if you want to finish.

M-1

haëno	[Haëno] ke̲-kae?	your home	Where is your home?
ha-habô	[Ha-habô]-------	his home	
ha-habö bôna	[Ha-habö bôna]---	their home	
ha-habö lona	[Ha-habö lona]---	your (pl) home	

M-2

Amërika	Haëso ke̲-[Amërika].	America	My home is in America.
Lesotho	---------[Lesotho].		
Texas	---------[Texas].		
Chicago	---------[Chicago].		
Quthing	---------[Quthing].		

C-1

Mosotho: Haëno ke̲-kae?
PCV: Haëso ke̲-[Amërika]. Uêna haëno ke̲-kae?
Mosotho: Ke̲-[Lesotho].

C-2

A: Haëno ke̲-kae?
B: Haëso ke̲-[New York].
A: John eêna ha-habô ke̲-kae?
B: Ha̲-habô ke̲-[Texas].

C-3

PCV: Naa haëno ke̲-[Masëru]?
Mosotho: Ê-ê, haëso ke̲-[Quthing].

C-4

A: Ha-habö [Thabô] ke̲-[Leribê]?
B: Ê-ê, ha-habô ke̲-[Mafetëng].

C-5

A: [Thabô] o-tsoa kae?
B: O-tsoa ha-habô.
A: Uêna u-tsoa kae?
B: Le-nna ke-tsoa haëso.

C-6

A: [John] o-tla boêla ha-habô neng? When will [John] return to his home?
B: Hạ-ke-tsebe. Uêna u-tla boêla haëno neng?
A: Ka-mosô.

C-7

A: Naa ua-tseba hore kẹa-tsamaea? Do you know that I am leaving?
B: U-ea kae?
A: Kẹ-ea haëso.
B: Ao! U-tsamaea neng?
A: Ka-[Mmantaha].

C-8

Mosotho$_1$: Baithaopi baa ha-habö bôna ke-kae?
Mosotho$_2$: Ke-Amërika.

M-3

Amërika	Ha-habö rona ke-[Amërika].	Our home is in [America].
Lesotho	----------------[Lesotho].	
Englane	----------------[Englane].	
New York	----------------[New York].	
Mohales Hoek	----------------[Mohales Hoek]	

C-9

Mosotho: Ha-habö lona ke-kae?
PCV: Ha-habö rona ke-Amërika.

M-4

hëno	[Hëno] ke-kae?	your father's home	Where is your father's home?
habô	[Habô] ---------	his father's home	
habö lona	[Habö lona]-----	your (pl) father's home	
habö bôna	[Habö bôna]-----	their father's home	
ha-hao	[Ha-hao]--------	your place of abode	

M-5

pela kêrêkê	Hëso ke-[pela kêrêkê].	near the church	My father's home is near the church.
pela sekölö	--------[pela sekölö].	near the school	
pela lebênkêlê	--------[pela lebênkêlê].	near the store	
morënëng	--------[morënëng].	in the chief's section	
hôna motseng möna	-------[hôna motseng möna].	right in this village here.	
mane	-------[mane].	over there	

C-10

PCV: Hëno ke-kae?
Ngoana: Hëso ke-[pela kêrêkê].
Ha-hao ke-kae?
PCV: Ke-[hôna motseng möna].

C-11

Mosotho: Ha-hao ke-kae?
PCV: Ha-ka ke-[pela sekölö].

C-12

To the student: You will notice that haëno is used in the first three situations but not in the last.

(In America)
PCV: Haëno ke-kae?
Mosotho: Ke-Lesotho.

* * * *

(In Lesotho)
PCV: Haëno ke-kae ?
Mosotho: Ke-["Ty"].

* * * *

(In Ty)
PCV: Haëno ke-kae?
Mosotho: Ke-[ha-Mokhothu]. It is in Mokhothu's section.

* * * *

	(In Mokhothu's section of Ty)	
PCV:	Ha-hao ke-kae? Or: (to a child) Hëno ke-kae?	
Mosotho:	Ke-[mane]	It is over yonder.

Cycle 156 Greetings: Do you continue to be well?

M-1

phela	Ke̥-ntsë ke-[phela].	I am continuing to [live].
bapala	-----------[bapala].	
ngôla	-----------[ngôla].	
sëbëtsa	-----------[sëbëtsa]	

M-2

phela	U-ntsë u-phela joang?	How are you? (lit: How do you continue to live?)
ëtsa	U-ntsë u-ëtsa joang?	What are you doing? (lit: What are you continuing to do?)

C-1

A: Lumêla, ntatë.

B: Ëë, lumêla mmê.

A: U-ntsë u-phela joang? — How are you?

B: Ke̥-ntsë ke-phela. Uêna u-phela joang? — I'm fine. And how are you?

A: Ao! le-nna ke̥-ntsë ke-phela.

M-3

bapala	O-ntsë a-[bapala].	He is playing. (lit: He is continuing to play)
sëbëtsa	---------[sëbëtsa].	
bua le-mookamëli	---------[bua le-mookamëli].	
batla buka ea-hae	---------[batla buka ea-hae].	

Repeat M-3 using the contracted form nts'a in place of ntsë a-:
O-nts'a bapala.

C-2

T: [Susan] o-kae?

S: O-[lebalëng]. — She is at the [playground].

T: O-ntsë a-ëtsa joang [lebalëng]? — What is she doing at the [playground]?
Or: O-nts'a ëtsa joang?

S: O-ntsë a-[bapala]. — She's [playing].
Or: O-nts'a [bapala].

C-3

A: Baithaopi ba-ntsë ba-ëtsa'ng ka-tlelaseng?

B: Ba-ntsë ba-ngôla.

M-4

bua-le-mang?	U-ntsë u-bua le-mang?	Who are you talking to?
batla'ng?	U-ntsë u-batla'ng?	What are you looking for?
[ ]	U-ntsë u-[ ]?	

Repeat M-4 using the contracted form nts'u in place of ntsë u-:

U-nts'u bua le-mang?

C-4

A: U-ntsë u̲-bua le-mang, [Bill]?

B: Ke̥-ntsë ke̲-bua le-[mookamëli].

C-5

A: U-ntsë u̲-batla'ng?

B: Ke̥-ntsë ke̲-batla [buka ea-ka].

E-ho-mang?

A: Ke̲-ëna ho-nna.

C-6

A: U-sëbëtsa kae?

B: Hḁ-ke̲-sëbëtse.

Ke̥-lula haë.

Ke̥-ntsë ke̲-batla mosëbëtsi.

C-7

A: Lumêla.

B: Ëë, lumêla.

A: Hao! u-fihlilë neng-na? — Oh! When did you arrive?!!

B: Ke̥-fihlilë maobane. — I arrived yesterday.

A: Joalë u-tla, u-ntsë u-phela? — (lit: Now you come, do you continue well?)

B: Ke̥-ntsë ke-phela. Uêna u-phela joang?

A: Ao! le-nna ke̥-ntsë ke̲-phela.

M-1

Ke̥-bôna likhömo. Li-ëme ka-sakëng.	Ke̥-bôna likhömo tsëë ëmeng ka-sakëng.	I see cattle which are standing in the kraal.
Ba-feta pela lifatê. Li-thuntsë.	Ba-feta pela lifatê tsëë thuntsëng.	They are passing near the trees which are blooming.
Ke̥-rata lijô. Li-nokoa hantlê.	Ke̥-rata lijô tsëë nokoang hantlê.	I like food which is seasoned well.
Ke̥-rata lipêrê. Li matha hantlê.	Ke̥-rata lipêrê tsëë mathang hantlê.	I like horses that run well.
Mphê litapolê. Li-lokilë.	Mphê litapolê tsëë lokilëng.	Give me potatoes that are okay.
Palamang lipêrê. Li-lokilë.	Palamang lipêrê tsëë lokilëng.	Ride (you pl) the horses which are ready.
Rêka linaoa Li-chipi.	Rêka linaoa tsëë chipi.	Buy the beans which are cheap.

C-1

T:	U-bôna'ng setšoantšöng sëë?	What do you see in this picture?
S:	Ke̥-bôna likhömo tsëë ëmeng ka-sakëng.	

C-2

Ask questions which will require an answer from M-1 using the relative construction.

M-2

chesa	Mëtsi aa [chesang] a-tëng.	be hot	There is hot water. (lit: There is water which is hot.)
bata	-------- [batang]--------	be cold	
futhumëtse	-------- [futhumëtseng]---	be warm	

C-3

A:	Ke̥-nyöruoë, ke̥-batla [tëë].	I'm thirsty, I want [tea].
B:	Ke̥-[e]-ëtsë? Mëtsi aa chësang a-tëng.	Should I fix some? There is hot water.
A:	Ëë, e-ëtsë.	Yes, (please) fix some.

C-4

A: Kẹ-nyöruoë. Kẹ-batla tëë.

B: U-batla teë ëë-chesang?

A: Ê-ê, kẹ-batla teë ëë batang.

B: Ëë-batang hạ-e̲-eô. Rẹ-na le ëë-chesang fêêla.

C-5

A:	Bohôbê bo-ëtsoa joang?	How is bread made?
B:	Ba-mofuta ofe?	Which kind?
A:	Böö-phëhiloëng ka-mëtsi.	That which is steamed with water.
B:	Hạ-ke̲-tsebe hantlê. Tsamö'ö botsa mophëhi.	I don't know very well. Go ask the cook.

M-3

Teacher		
Basali ba-tšelëtse.	Kẹ-bôna basali baa tšelëtseng.	I see six women.
Banna ba-supilë.	Kẹ-bôna banna baa supilëng.	I see seven men.
Baroëtsana ba-tšelëtse.	Kẹ-bôna baroëtsana baa tšelëtseng.	I see six young girls.
Bahlankana ba-supilë.	Kẹ-bôna bahlankana baa supilëng.	I see seven young boys.

* * * * * * * * * * * * * * * * *

Likatiba li-tšelëtse.	Kẹ-bôna likatiba tsëë tšelëtseng.	I see six hats.
Libôlô li-supilë.	Kẹ-bôna libôlô tsëë supilëng.	I see seven balls.
Likatse li-tšelëtse.	Kẹ-bôna likatse tsëë tšelëtseng.	I see six cats.
Lintja li-supilë.	Kẹ-bôna lintja tsëë supilëng.	I see seven dogs.

C-6

A: U-bôna [basali] ba ba-kae? How many [women] do you see?

B: Kẹ-bôna [basali] baa [tšelëtseng].

A: U-bôna [likatse] tsë-kae?

B: Kẹ bôna [likatse] tsëë [tšelëtseng].

Cycle 158 I'm unable to ride today.

M-1

tsamaea kapele	Kḙ-sitoa ho-[tsamaea kapele].	walk fast	I am unable to walk fast (Lit: I am prevented from walking fast.)
u-thusa	------------[u-thusa].	help you	
palama kajëno	------------[palama kajëno].	ride today	
lula fatše	------------[lula fatše].	sit down	
ja	------------[ja].		

C-1

A: Molato ke'ng ha u-fihla morao sekölöng?	What is wrong that you arrive late at school?
B: Kḙa-kula. Kḙ-sitoa ho-tsamaea kapele.	

C-2

PCV: Kḙ-sitoa ho-[palama kajëno].	
M ôokamëli: Hobane'ng?	
PCV: (Hobane) pêrê e-mphumotse maobane.	[Because] the horse rubbed me sore yesterday

C-3

A: Naa u-ka nthusa, ra-bôfa mokötla öö tönking?	Can you help me load this bag on the donkey?
B: Kḙ-sitoa ho-u-thusa ngoanëso. Kḙ-jooa ke-[letsôhô].	I'm unable to help you, brother, I have a sore [arm].
A: Le-ëntsë joang?	What happened to it? (Lit: It has done how?)
B: Le-bohloko fêêla.	It is painful only.
A: Ke-hampe. Kḙ-soabilë.	

C-4

Review Cycle 142 for C-4, C-5, M-2, and C-6

A: Naa u-ka [fasa thae]?

B: Ê-ê, hḁ-ke̲-tsebe ho-[fasa thae].

C-5

A: U-tseba ho-khanna?

B: Ëë, ke̥a-tseba.

A: Naa u-ka khanna kölöi ea-mofuta ö̥ö̲?

B: Ê-ê, hḁ-ke̲-tsebe ho-khanna kölöi ea-mofuta öna.

M-2

ha-Mosala	Ê-ê, hḁ-ho̲-rëkisoe joala ba-Sekhooa [ha-Mosala].	No, liquor is not sold at Masala's.
ha-Mafafa	--------------------------[ha-Mafafa].	
ha-Baas Jan	--------------------------[ha-Baas Jan].	
Makaota Store	--------------------------[Makaota Store].	

C-6

A: Naa nka fumana [joala ba-Sekhooa] [ha-Mosala]?

B: Ê-ê, hḁ-ho̲-rëkisoe [joala ba-Sekhooa] [ha-Mosala].

Cycle 159 What does the little pot contain?

M-1

Teacher	Response	
pitsa	pitsana	pot//little pot
noka	nokana	river//stream
molisa	molisana	herdboy//little herdboy
mokötla	mokötlana	bag//purse
motse	motsana	village//little village
buka	bukana	book//passbook
sechaba	sechabana	nation//little nation
lesaka	lesakana	kraal//little kraal
tsela	tselana	road//path

C-1

A: Pitsana ea-tsoekere e-kae?	Where is the sugar pot?
B: Ke̲-ëna.	
A: Nnëhëlëtsë eôna.	(Please) pass it to me.

C-2

A: Pitsana ëë, e-tšëtse'ng?	This little pot, what does it contain?
B: E-tšëtse bebese.	

C-3

A: U-ea kae?	
B: Kẹ-isa chêlêtê bankëng.	
A: U-na le-bukana?	Do you have your passbook?
B: Ëê, kẹ-na le-eôna.	

C-4

A: U-nts'u batla'ng?

B: Kẹ-batla bukana ea-ka. Kẹ-ea bankëng.

C-5

Naa [Mohokare] ke̱-noka kapa ke̱-nakana?	Is the Mohokare a river or a stream?
Mohokare ke̱- noka, hạ-se̱ nokana.	
Or: Ke̱-noka, hạ-se̱ nokana.	

M-2

Teacher	Response	
matlo	matloana	houses//little houses
sekölö	seköloana	school//little school
tšilo	tšiloana	grinding stone//little grinding stone
lekôtô	lekôtôana	skin//little skin
sekôtlôlô	sekôtlôloana	basin//little basin
pholo	pholoIoana	ox//young ox
seroto	serotoana	basket//little basket
nthô	nthoana	thing//little thing
Mosotho	Mosothoana	Mosotho//little Mosotho
motho	mothoana	person//small person

C-6

A: Mothoana ëo eaa tlohang mọ̈ö̱ ke̱-mang?	That little man who is leaving here, who is he?
B: Hạ-ke̱-tsebe hore naa lebitsô la-hae ke̱-mang.	
A: Ha-habô ke̱-kae?	Where is his home?
B: O-re ha-habô ke̱-[Matsiëng].	

M-3

Another suffix, -nyana, is also used sometimes as a diminutive.

Teacher	Response	
lesëli	lesëlinyana	light//little light
ntja	ntjanyana	dog//little dog
mmutla	mmutlanyana	hare//little hare
kölöi	kölöinyana	car//little car
lijô	lijônyana	food//a small amount of food

hêmpê	hêmpênyana	shirt//little shirt
motho	mothonyana	person//little person
lesaka	lesakanyana	kraal//little kraal
sale	salenyana	saddle//little saddle
mosali	mosalinyana	woman//little woman
moruti	morutinyana	priest//little priest
hlôôhô	hlôôhônyana	head//little head

C-7

Ke̱-[ntjanyana] ea-mang ëë?	Whose [little dog] is this?
Ke̱-ea [Susan]. Ua-e-rata?	
Ê-ê, hḁ-ke̱-rate [lintjanyana].	

C-8

Ke̥-batla ho-fêpa ntjanyana ëna ea-ka. Naa lijô li-tëng?	I want to feed this little dog of mine. Is there any food?
Ëë, lijônyana li-ntsë li le-tëng ka-pitsëng. U-ka e-fêpa.	Yes, there is still a little food in the pot. You can feed it.

C-9

Non-Christian: Morutinyana ëo oa-lona o batla'ng motseng mö̥ö̱?	That little priest of yours, what does he want in this village?
Christian: Naa u-ka re-ntatë moruti, ke̱-morutinyana?	Can you say that the Father is a little priest?
Non-Christian: Ëë, nna hḁ-ke̱-mmatle hara motse mëna. Re-sitoa ho-noa joala ba-rona hantlê.	Yes, I don't want him in this village. We are unable to drink our beer as we please.

E-1

The addition of the diminuative suffix -ana to a stem whose last consonant is -b- or-l- results in a change to -j-.

Teacher	Response	
bohôbê	bohöjana	bread//a small piece of bread
thêbê	thëjana	shield//little shield
tsêbê	tsëjana	ear//little ear
kobô	kojoana	blanket//little blanket
sethêbê	sethëjana	mat//little mat
thaba	thajana	mountain//little mountain
mosali	mosajana	woman//little woman
sethôlê	sethöjana	keifer//little keifer
lerôlê	leröjana	calf//little calf
holê	hojana	far//a little distance
sehôlê	sehöjana	idiot//little idiot
mohale	mohjana	hero//little hero
mabêlê	mabëjana	sorghum//a small amount of sorghum
bohlale	bohlajana	wisdom//a little wisdom

E-2

The addition of the diminuative suffix -ana to a stem whose last consonant is -t- results in a change to -tj-.

sefatê	sefatjana	tree//a small tree
mokêta	mokêtjana	a lean cow//a small lean cow
moköti	mokötjana	hole//small hole
lemati	lematjana	door//small door

E-3

The addition of the diminuative suffix -ana to a stem whose last consonant is -m- results in a change to -ngo-.

tšimo	tšingoana	field//little field
leleme	lelegoana	tongue//little tongue
khömo	khöngoana	cow//small cow
molamu	molangoana	stick//small stick
lerumô	lerungoana	spear//small spear
molömo	molöngoana	mouth//small mouth
selömo	selöngoana	precipice//small precipice
mmômô	mmôngoana	shin//little/thin shin

TO THE STUDENT:

The suffixes -ana and -nyana can generally be added to nouns, giving them a diminuative meaning which is translated into English as little, small, or young. This sometimes results in a form which is used in a derogatory manner or to show contempt; e.g., mothoana (C-6) and morutinyana (C-9). The diminutive may also be somewhat more specialized in meaning than the original noun; for example:

buka	book	bukana	savings pass book
mokôtla	bag	mokötlana	purse
matlo	houses	matloana	toilets

The addition of the suffix -ana often causes changes in the stem of the noun to which it is attached; see M-1, M-2, E-1, and E-3.

TO THE TEACHER

The M-phases and the exercises contain far more new words than you can possibly put into C-phases in a single class period. Cover this material sufficiently so that the student knows the two suffixes (as used in M-1 and M-3) and is aware of the stem changes which may occur because of the addition of -ana. Then in later class periods you should review this cycle and use some of the new words in conversation.

M-1

ba tëng	Nka soaba haholo ha̱ u-kë-kë oa-[ba tëng].	be there	I'll be very sorry if you can't be there. (lit: I can be very sorry if you cannot be there.)
sëbëtsa	-------------------[sëbëtsa].	work	
lula fatše	-----------------[lula fatše].	sit down	
palama kajëno	-------------[palama kajëno].	ride today	
ja	-------------------------[ja].	eat	

C-1

A:	Naa u-tla ba-tëng moketeng oa-ka?	Will you be at my feast?
B:	Ke̥-rata ho-tla, empa mohlömong ke̥-tla sitoa.	I would like to come, but perhaps I will be prevented.
A:	Nka-soaba haholo ha̱ u̱-kë kë oa-ba-tëng.	I'll be very sorry if you can't be there.

C-2

A: Naa u-jelë?

B: Ê-ê, hḁ-ke̱-batle ho-ja.

A: U-tla lapa haholo ha̱ u̱-kë kë oa-ja, hobane re-tla sëbëtsa hahólo kajëno.

C-3

A: Naa u-tla palama kajëno?

B: Ke̥-rata ho-palama empa mohlomong ke̥-tla sitoa.

A: Nka soaba ha̱ u̱-kë kë oa-palama kajëno.

C-4

A:	Naa ua-sëbëtsa?	
B:	Ê-ê, hḁ-ke̱-sëbëtse. Ke̥-ntsë ke̱-batla mosëbëtsi.	No, I'm not working. I'm looking for work.

A: Nka thaba ha̲ u̲-ka o-fumana, empa nka soaba ha̲ u̲-kë kë oa-sëbëtsa.	I'll be happy if you can find it, and I'll be sorry if you can't work.
B: Ke̥-tla leka ho-o-fumana mme ke̥-tsĕpa hore ke̥-tla o-fumana.	I will try to find it, and I hope that I will find it.

C-5

Ba-tšoanëtse ho-ea [Warner Springs] neng?	When do they have to go to [Warner Springs]?
Ba-tšoanëtse ho-ea hôna kajëno empa ba-kë-kë ba-ea ha̲-mookamëli a̲-sa rate.	They have to go right away, but they cannot go if the director doesn't allow it.

C-6

A: Naa le-tla ea masimong hosasa?	Are you going to the fields today?
B: Ke̥-khôloa hore ha̲ pula e̲-kë-kë ea-na re-tla ea.	I think that if the rain cannot fall, we will go.
A: Ha̲-pula e̲-na tëng?	And if the rain falls there?
B: Chêê, ha̲-pula e̲-na, re-ka-sitoa ho-ea.	Well, if the rain falls, we can be prevented from going.

Cycle 161 Which school will you teach at?

M-1

buka efe?	O-nkilë [buka efe]?	which book?	Which book is he holding?
metse efe?	------- [metse efe]?	which villages?	
lebôkôsê lefe?	-------[lebôkôsê lefe]?	which box?	
sekölö sefe?	-------[sekölö sefe]?	which school?	
bohôbê bofe?	-------[bohôbê bofe]?	which bread?	
libuka life?	-------[libuka life]?	which books?	
liêta life?	-------[liêta life]?	which shoes?	
motse ofe?	-------[motse ofe]?	which village?	
mabôkôsê afe?	-------[mabôkôsê afe]?	which boxes?	

C-1

A: O-nkilë mabôkôsê afe?

B: O-nkilë lëë tšëtseng libuka le-lëë tšëtseng lipêntšêlê. He is holding the one which contains the books and the pencils.

C-2

A: U-tla ruta sekölöng sefe? Which school will you teach at?

B: Sa-[St. Joseph's].

C-3

A: U-tla lula motseng ofe?

B: Mookamëli o-re ke̲-tla lula [ha-Mafëfooane].

C-4

A: U-pösitsë lengôlô lefe? Which letter have you posted?

B: Kẹ-pösitsë lëë eang ho-mookamëli. I posted the one which is going to the director.

M-2

ea-Rôma	Kẹ-kêna kêrêkè [ea-Rôma]	of Roma	I attend the Roman Catholic Church.
ea-Chache	--------------[ea-Chache]	Anglican	I attend the Anglican Church.
ea-Fora	--------------[ea-Fora]	of the French	I attend the Lesotho Evangelical Church.

C-5

A: U-kêna kêrêkê efe?

B: Ea-[Rôma].

C-6

A:	Tsela ëë eang Rôma ke̲-efe?	Which is the road that goes to Roma?
B:	Ke̲-eôna ëna.	This is the one.

C-7

A:	Thabô o-tseba ho-bua lipuô life?	Which languages does Thabo know?
B:	O-tseba ho-bua Sesotho, Seburu le Sekhooa.	

TO THE STUDENT:

The question word -fe has been used several times previously:

Ke̲-letsatsi lefe. (Cycle 31, M-2)
Le-rata lijô life? (Cycle 48, M-4)
U-batla mosëbëtsi oa-mofuta ofe? (Cycle 73, M-1)
Liphôôfôlô tsa-bohlôkoa Amërika ke̲-life? (Cycle 85, Q-15)
Buka efe? (Cycle 98, C-8)

The complete set of forms is given in the table below. You will notice that the concords occurring with -fe are exactly the same as the subject concords (SC).

CONCORDS WITH -fe

1.	[mo·NOUN] ofe?	[ba·NOUN] bafe?
	Mosotho ofe?	Basotho bafe?
2.	[mo·NOUN] ofe?	[me·NOUN] efe?
	molamu ofe?	melamu efe?
3.	[le·NOUN] lefe?	[ma·NOUN] afe?
	letsatsi lefe?	matsatsi afe?
4.	[se·NOUN] sefe?	[li·NOUN] life?
	sejana sefe?	lijana life?
5.	[N̸·NOUN] efe?	[liN̸·NOUN] life?
	nku efe?	linku life?
6.	[bo·NOUN] bofe	[ma·NOUN] afe?
	bosiu bofe?	masiu afe?

In M-1: nkilë is the stative form of nka, take.

In C-1: the relative lëë refers to lebôkôsê, understood from the question.

In M-2: The Lesotho Evangelical Church is an outgrowth of the work of French Protestant missionaries, hence the designation, ea-Fora. The Anglican Church is known as Chache, a borrowing from the English word "Church." The source of the name for the Roman Catholic Church should be obvious.

TO THE TEACHER:

The following exercises will aid in acquiring an automatic control over the concords used with -fe.

E-1

Teacher	Response
motsoallê	motsoallê ofe?
moithaopi	moithaopi ofe?
mosali	mosali ofe?
[ ]	[ ] ofe?

* * *

Teacher	Response
bana	bana bafe?
banna	banna bafe?
banana	banana bafe?
[[	[ ] bafe?

* * *

Teacher	Response
letsatsi	letsatsi lefe?
lentsoe	lentsoe lefe?
[ ]	[ ] lefe?

* * *

Teacher	Response
sejana	sejana sefe?
setulô	setulô sefe?
[ ]	[ ] sefe?

E-2

Teacher	Response
bosiu	bosiu bofe?
bohôbê	bohôbê bofe?
[ ]	[ ] bofe?

* * *

molamu	molamu ofe?
monyakô	monyakô ofe?
[ ]	[ ] ofe?

* * *

melamu	melamu efe?
menyakô	menyakô efe?
[ ]	[ ] efe?

* * *

nku	nku efe?
pêrê	pêrê efe?
kobô	kobô efe?
[ ]	[ ] efe?

E-3

Teacher	Response
matsatsi	matsatsi afe?
mangôlô	mangôlô afe?
[ ]	[ ] afe?

* * *

linku	linku life?
lipêrê	lipêrê life?
[ ]	[ ] life?

* * *

masiu	masiu afe?
mahôbê	mahôbê afe?
[ ]	[ ] afe?

* * *

lijana	lijana life?
litulô	litulô life?
[ ]	[ ] life?

Cycle 162 What were you doing at the cafe yesterday?

M-1

ea	U-në u-[ea] kae?	go	Where were you [going]?
ithuta	-------[ithuta]---	study	
palama	-------[palama]---	ride	
tsoa	-------[tsoa]-----	coming from	
le	-------[le]-------	be	Where [were] you?

M-2

ea	Ke̥-në ke̲-[ea] ngakëng.	go	I was [going] to the doctor's.
tsoa	----------[tsoa]-----	coming from	
le	----------[le]-------	be	I [was] at the doctor's.
sëbëtsa	----------[sëbëtsa]---	work	

C-1

A: Ke̥-ilë ka-u-bôna [töröpöng]. I saw you [in town].

U-në u-ea kae? Where were you going?

Or: U-n'u ea kae?

B: Ke̥-në ke̲-ea [ngakëng].

M-3

ëtsa'ng?	U-në u-[ëtsa'ng] k'hëfing maobane?	doing what?	What were you [doing] at the cafe yesterday?
batla'ng?	-----[batla'ng]----	looking for what?	
rêka'ng?	----[rêka'ng]------	buying what?	
isa'ng?	----[isa'ng]-------	taking what?	

M-4

rêka lijô	Ke̥-në ke̲-[rêka lijô].	buy food	I was buying food.
batla Susan	---------[batla Susan].	look for Susan.	
isa liphahlô	---------[isa liphahlô].	taking clothes	

C-2

A: U-në u-ëtsa'ng [k'hëfing] maobane?

B: Ke̥-në ke̲-[rêka lijô].

M-5

ilë k'hëfing	Susan o-në a-[ilë k'hëfing].	going to the cafe	Susan was [going to the cafe].
palame	-------------[palame].	riding	
röbëtse tlelaseng	----------[röbëtse tlelaseng]	sleeping in class	
mamëtse	----------[mamëtse].	listening	

C-3

A:	[Susan] o-në a-ilë kae?	Where was [Susan] going?
B:	O-në a-ilë [k'hëfing].	
A:	O-rëkilë'ng?	
B:	O-rëkilë [ênkê le-pênê].	

M-6

tëng	Susan o-në a-le-[tëng] maobane.	present	Susan was present yesterday.
sieô	----------------[sieô]---.	absent	Susan was absent yesterday.

C-4

A:	U-në u-na le-mang ka-öfising maobane?	Who were you with in the office yesterday.
B:	Ke-në ke-na le-[tichêrê].	I was with the [teacher].
A:	Mookamëli o-në a-le kae?	
B:	O-në a-le sieô.	He was absent.

C-5

A:	Naa Susan o-në a-le tëng tlelaseng kajëno?	
B:	Ëë o-në a-le-tëng. Or: Ëë, o-n'a le-tëng.	
A:	Naa o-tla ba-tëng hosasa?	
B:	Ê-ê, o-itsë o-tla ba-sieô.	No, she said she will be absent.

Cycle 163 I'm thinking of buying shoes instead of a hat.

M-1

sebaka	Naa[sebaka]se-tëng?	place	Is there a place?
setulô	-----[setulô]------	chair	

C-1

S:	Ke̥-rata ho-kêna tlelaseng ea-hao. Naa sebaka se-tëng?	I want to join your class. Is there a place?
T:	Sebaka se-tëng, fêêla setulô hḁ-se̱-eô.	There's place, only there's no chair.
S:	Ke̥-tla lata setulô sa-ka	I'll go fetch my chair.
T:	Ho-lokilë, phakisa.	

M-2

sa-tichêrê	O-rata ho-nka sebaka [sa-tichêrê].	the teacher's	He /she would like to take the [teacher's] place.
sa-morêna	---------[sa-morêna].	the chief's	
sa-ka	---------[sa-ka].	my	

C-2

A:	O-batla'ng sekölöng?	
B:	O-batla ho-bua le-mookamëli.	
A:	O-bua'ng le-mookamëli?	
B:	O-rata ho-nka sebaka sa-tichêrê sekölöng.	He wants to take the place of the teacher in school.
A:	Tichêrê o-ea kae?	
B:	O-fumane mosëbëtsi mmusöng.	He has found work with the government.

M-3

Thaba=Bosiu	[Thaba=Bosiu] ke̱-sebaka.	Thaba-Bosiu	Thaba-Bosiu is a place.
Khautëng	[Khautëng] ------------		
Rôma	[Rôma]-----------------		
Disneyland	[Disneyland]-----------		

C-3

A: [Disneyland] ke̱' ng?

B: Ke̱-sebaka, [Amërika].

C-4

A: U-tsoa kae?

B: Ke̥-tsoa [Rôma].

A:	[Rôma] sebakëng sefe?	Which place in Roma?
B:	Ke̥-tsoa [Universiting].	

C-5

A:	Sebaka sa Morija ke̲-sa-mang?	Who is over the Morija ward?
B:	Ke̲-sa-morêna [Matete].	

C-6

PCV:	Ke̥-kopa sebaka.	I'm asking for a place.
Morêna:	U-kopa sebaka sa'ng?	What kind of place are you asking for?
PCV:	Möö nka rôpang pêrê ea-ka tëng.	(A place) where I can tether my horse.
Morêna:	Ho-lokilë. Bö-Phiri ba-tla u-böntša hore naa u-e-rôpê kae.	

C-7

A:	Ho-joang kantlê kajëno?	
B:	Bakëng sa'ng?	With respect to what?
A:	Sa-ho-bata?	
B:	Ê-ê, ho-futhumëtse kajëno.	

M-4

liêta; katiba	Ke̥-hopola ho-rêka [liêta] sebakëng sa-[katiba].	shoes; hat	I'm thinking of buying shoes instead of a hat.
buka; lipömpöng	--------[buka] -------[lipömpöng].		
pêrê; tönki	-------[pêrê] -------[tönki].		

C-8

A:	Naa u-hopola ho-rêka [katiba]?	Are you thinking of buying a [hat]?
B:	Chêê, ke̥-hopola ho-rêka [liêta] sebakëng sa-[katiba].	

Cycle 164 I see Bill doesn't ride well.

M-1

palama	Ke̥-bôna John a-[palama] hantlê.	I see that John [rides] well.
sĕ̈bĕ̈tsa	---------------[sĕ̈bĕ̈tsa]------	
bapala	---------------[bapala]-------	
tantša	---------------[tantša]-------	

M-2

palama	Ke̥-bôna Bill a-sa-[palame] hantlê.	I see that [Bill] doesn't ride well.
sĕ̈bĕ̈tsa	-----------------[sĕ̈bĕ̈tse] -----	
bapala	-----------------[bapale]-------	
tantša	-----------------[tantše]-------	

C-1

A: Thabô le-Bill ba-[palama] joang?

B: Ke̥-bôna Thabô a-[palama] hantlê.

A: Bill eênaa?

B: Eêna ke̥-bôna a-sa-[palame] hantlê.

M-3

Teacher	Response	
Ke̥-bôna a-palama hantlê.	Ke̥-bôna a-sa-palame hantlê.	I see he doesn't ride well.
Ke̥-utloa a-bina hamonate.	Ke̥-utloa a-sa-bine hamonate.	I hear he doesn't sing well.
Ke̥-fumane a-sĕ̈bĕ̈tsa.	Ke̥-fumane a-sa-sĕ̈bĕ̈tse.	I found that he is not working.
O-fihlilĕ̈ a-kŏ̈lŏ̈bilĕ̈ haholo.	O-fihlilĕ̈ a-sa-kôlôba haholo.	He arrived not very wet.
Ke̥-tseba a-kêna sekölŏ̈.	Ke̥-tseba a-sa-kĕ̈ne sekŏ̈lŏ̈.	I know he is not attending school.
O-bua a-thabilĕ̈.	O-bua a-sa-thaba.	He speaks, he is not happy.
Ke̥-fumane ba-phela hantlê.	Ke̥-fumane ba-sa-phele hantlê.	I found they are not well.

C-2

U-tsoa kae?	
Ke̥-tsoa öfising ea-mookamëli.	
U-fumane a-sëbëtsa'ng?	
Ke̥-fumane a-sa-sëbëtse lethô.	I found him not doing a thing.

C-3

Bill o-fihlilë ka-nakô efe?	What (at which) time did Bill arrive?
O-fihlilë bosiu.	
O-fihlilë a-kölöbilë?	
Ê-ê, o-fihlilë a-sa-kôlôba.	

C-4

U-tsoa haë?

Ëë.

U-fumane ba-phela joang?

Ke̥-fumane ba-sa-phele hantlê.

C-5

Ke̲-mang eaa binang?

Ke̲-[Susan].

Naa u-utloa a-bina hamonate?

Ê-ê, ke̥-utloa a-sa-bine hamonate.

Cycle 165 Will you be at my feast?

M-1

moketeng oa-ka	Naa u-tla ba tëng [moketeng oa-ka]?	at my feast	Will you be at my feast?
pitsöng	-------[pitsöng]?	at the assembly, meeting	
kërëkëng	-------[kërëkëng]?	at church	

C-1

Naa u-tla ba-tëng [moketeng oa-ka]?	
Ëë, kẹa-khôloa kẹ-tla ba-tëng.	Yes, I think I will be there.
Nka thaba haholo ha̱ u-ka ba-tëng.	I'll (can) be happy if you'll (can) be there.

C-2

Naa u-tla ba-tëng [pitsöng]?	
Hạ-ke̱-tsebe hantlê. U-batla hore re-eê?	
Ëë.	
Ho-lokilë. Kẹ-tla leka ho-ba-tëng.	Okay. I will try to be there.

C-3

Naa u-tla ba-tëng [kërëkëng] ka-[Söntaha]?	
Ëë, kẹ-tla ba-tëng. Uênaa?	
Le-nna kẹ-rata ho-ba-tëng.	Me too, I'd like to be there.

M-2

pitsöng	Ho-thoe Thabô o-tla ba [pitsöng] hosasa.	at the assembly	It is said that Thabo will be[at the assembly] tomorrow.
moketeng	---------[moketeng]---	at the feast	
Pêka	---------[Pêka]-------	at Pêka	

C-4

A: Kẹ-batla ho-bua le-Thabô. Ak'u botsê hore naa nka mo-fumana kae?	I want to speak with Thabo. Please ask where I can find him.

B:	Ho-thoe o-tla ba-[pitsŏng] hosasa, mme u-ka mmôna hô̦na tĕng.	They say he will be at the [assembly] tomorrow, and you can see him right there.
A:	Ke̥a-lĕboha. Ke̥-tla leka ho-kôpana le-eêna hôna tĕng.	Thanks. I will try to meet him right there.

M-3

moithaopi	John o-rata ho-ba [moithaopi].	volunteer	John would like to be a volunteer.
morêna	--------[morêna].	chief	
ngaka	--------[ngaka].	doctor	

C-5

A:	[John] o-rata ho-sĕbĕtsa'ng ha a-qêta lithutô tsa-hae?	What does John want to do (work) when he finishes his education?
B:	O-rata ho-ba [ngaka].	

M-4

moithaopi	E-tla ba [moithaopi].	volunteer	He will be a [volunteer].
morêna	---------[morêna].	chief	
moŏki	---------[moŏki].	nurse	
moruti	---------[moruti].	minister	

C-6

A: [Susan] o-tla sĕbĕtsa'ng ha a-fihla Lesotho?

B: E-tla ba- [Moŏki].

M-5

chêlêtê	Batho ba-tla ba le-[chêlêtê] hosasa.	money	The people will have [money] tomorrow.
mokete	--------[mokete]-----.	feast	
papali	--------[papali]-----.	game	

C-7

A:	U-rĕkisa'ng?	What are you selling?

B:	Ke̥-rëkisa lipërëkisi empa batho hḁ-ba̲ li-rëke.	I'm selling some peaches but the people aren't buying them.
A:	Batho ba-tla ba le-chêlêtê hosasa hobane khoëli e-fëlile; mme ba-tla li-rêka.	The people will have money tomorrow because the month will be finished, and they will buy them.

B:	Ke̥-rëkisa lipërëkisi empa batho hḁ-ba̱ li-rëke.	I'm selling some peaches but the people aren't buying them.
A:	Batho ba-tla ba le-chêlêtê hosasa hobane khoëli e-fëlile; mme ba-tla li-rêka.	The people will have money tomorrow because the month will be finished, and they will buy them.

Cycle 166 Hey man, you shouldn't talk about my mother!

C-1

(B bumps into A)

A:	Hela! U-ë̆tsa'ng uêna monna?	Hey! What are you doing, man?!
B:	U-re naa ke̥-ëtsa'ng? H̥a-u̲-bone (hore) naa ke̥-ë̆tsa'ng?	You ask what I'm doing. Don't you see what I'm doing?
A:	Motho ŏ̈o, ua-ikhantša êê!	This man, you are so impudent!
B:	Hlôkômêla mantsoe a-hao 'buti. U-tla tsoa kŏ̈tsi hôna joalĕ̈.	Take care of your words, brother. You will come out from an accident right away.
A:	Ke̥-ntšoa kötsi ke̲'ng?	Why will I come out from an accident?
B:	Ke̥-tla u-shapa hôna joanë.	I will beat you right now.
A:	Ua-pota. U-ka shapa mm'ao pele.	You are talking nonsense. You can beat your mother first.
B:	Hëë monna, u-se-ke oa-bua ka-mmê, ua-utloa? Or: Hëë monna u-se-kaa bua ka-mmê, ua-utloa?	Hey man, don't speak about my mother, do you hear?

M-1

bua ka-mmê	U-se-ke oa-[bua ka-mmê].	speak about my mother	Don't speak about my mother!
ngôla ka-pêntsêlê	-----[ngôla ka-pêntsêlê].	write with a pencil	
bua le-Mphô	-----[bua le-Mphô].	speak with Mpho.	
ntšiea	-----[ntšiea].	leave me	
ntsěha	-----[ntšeha].	laugh at me	

C-2

A:	U-ntsë u-ngôla ka'ng?	What are you writing with?
B:	Ka-pêntšêlê.	
A:	Ho-thoe u-se-ke oa-ngôla ka-pêntšêle, u-ngolê ka-pênê.	They say, don't write with a pencil, write with a pen.
B:	Ŏö, ke̥-në ke̲-sa-tsebe.	Oh, I didn't know.

C-3

A: Naa u-ea ngakëng hôna kajëno?

B: Ëë.

A: Ke̥-kopa hore u-se-ke oa-ntšiea,
le-nna ke̥-ea tëng.

C-4

A:	U-tšêha'ng? U-tšêha nna?	What are you laughing at? Are you laughing at me?
B:	Ê-ê, hḁ-ke-tšëhe uêna.	
A:	Ke̥a-bôna hore u-tšêha nna. Ke̥-u-kopa hore u-se-ke oa-ntšêha hobane ha u-ntšêha ke̥-tla halefa.	

TO THE STUDENT:

Compare the negative imperative you learned in cycle 120 with the negative subjective construction used in this cycle:

(120)	Se-kaa ngôla ka-pêntsêlê.	Don't write with a pencil.
(166)	U-se-ke oa-bua ka-mmê.	You should not talk about my mother.

The latter is sometimes called the "polite" imperative (though in this dialog it is "polite" in form only, not in its intent!). It may be contracted to:

U-se-kaa bua ka-mmê.

There is a still shorter form of the negative imperative, which is used less than either of the two above:

	Se-ngôle ka-pêntsêlê.	Don't write with a pencil.
(120)	Se-kaa ngôla ka-pêntsêlê.	Don't write with a pencil.

Memorize the dialog in C-1 (otherwise always be sure to say ntšoarêlê!). One of the worst kinds of insults in Sesotho is to refer to a relative, especially the mother, as is done in this dialog. This dialog is continued in cycle 172.

In C-1: 'buti is a contracted form of aubuti, brother.

TO THE TEACHER:

The student should have some practice in using the short form of the negative imperative. For this you can use cycle 120, substituting the short form wherever the longer form is used. For example, give M-1 in cycle 120 as follows:

Ngôla ka-pêntsêle.	Se-ngôle ka-pêntsêlê.	Don't write with a pencil.

Tlisa köfi.	Se-tlise köfi.	Don't bring coffee.

etc.

The other M-phases and C-phases in cycle 120 can be used in the same manner.

Cycle 167 Do you want to make him stop?

M-1

Teacher	Response	
rêka	rëkisa	buy//cause to buy, sell
tseba	tsebisa	know/cause to know, tell
êma	ëmisa	stand, stop//cause to stand, stop
palama	palamisa	ride//cause to ride
liêha	liëhisa	delay//cause to delay
tšêha	tšëhisa	laugh//cause to laugh
utloa	utloisa	hear, taste//cause to taste
kutla	khutlisa	return//cause to return
lefa	lefisa	pay//cause to pay

M-2

rëkisa pêrê	U-batla ho-[rëkisa pêrê]?	sell a horse	Do you want to [sell a horse]?
ëmisa pêrê	-----------[ëmisa pêrê]?	stop a horse	
tsebisa Susan	-----------[tsebisa Susan]?	inform Susan	
liëhisa Susan	-----------[liëhisa Susan]?	delay Susan	

C-1

A:	Pêrê ëna e-hana ho-êma.	This horse refuses to stop.
B:	U-batla ho-e-ëmisa?	Do you want to make him stop?
A:	Ëë.	
B:	Tsǒara tomô, u-e-tiisê, e-tla êma.	Grasp the reins, hold him firmly, he'll stop.

C-2

A:	Kẹ-il'ö rêka pêrê ho-[Phiri].	I'm going to buy a horse from Phiri].
B:	O-rëkisa pêrê?	Is he selling a horse?
A:	Ëë, kẹ-utloilë a-re oa-e rëkisa.	Yes, I heard him say that he is selling one.

C-3

A:	Naa ua-tseba hore naa sekölö se-kêna neng?	
B:	Ê-ê, hạ-ke̲-tsebe. Se-kêna neng?	
A:	Se-kêna ka-8:00. U-tsebisê le-[Susan].	It begins at 8:00. Please inform Susan.
A:	Kẹa-lëboha. Kẹ-tla mo-tsebisa.	Thanks. I will inform her.

M-3

Teacher	Response	
thaba	thabisa	be happy//cause to be happy
hloêba	hloëbisa	be clean//cause to be clean
thola	tholisa	be quiet//cause to be quiet
loka	lokisa	be straight, right// cause to be straingt, right; repair
tšaba	tšabisa	be afraid, fear//cause to be afraid

M-4

lokisang lioache	Ke̲-mang eaa [lokisang lioache]?	repair watches	Who repairs watches?
hloëkisa ntlo	----------- [hloëkisang ntlo]?	clean the house	Who is cleaning the house?
thabisa Ann	----------- [thabisang Ann]?	make Ann happy	Who is making Ann happy?

C-4

A: Ke̲-mang eaa lokisang lioache?	
B: Ke̲-nna.	
A: Naa u-ka lokisa oache ëë ea-ka?	Can you fix this watch of mine?
B: Kę a-khôloa nka-e-lokisa. Tlisa ke̲-bonê.	I think I can fix it. Bring it so I can see.
A: Ke̲-ëna.	
B: Kę-tla u-bolêlla ha̲ e̲-lokilë.	I will tell you when it is repaired.

C-5

A: Naa ua-bôna hore ntlo ëë hą-ea-hloêka?	Do you see that this house (room) is not clean?
B: Ëë.	
A: U-tla e-hloëkisa neng?	When will you clean it?
B: Ha̲ ke̲-qêta ho-hlatsoä lijana.	

M-3

Teacher	Response	
nka	nkisa	take//help to carry
lumêla	lumëlisa	agree, believe//greet
tsuba	tsubisa	smoke//give tobacco to
supa	supisa	point at//show, demonstrate
nyala	nyalisa	marry//give lobola

C-6

A: Kȩ-batla ho-tsuba f̲êêla
hą-ke̲-na koae.

B: Koae e-tëng ho-[Bill]. O-tla
u-tsubisa.

[Bill] has some tobacco.
He'll give you some (lit: cause you to smoke).

M-1

mophëhi	Tankisô e-në e-le-[mophëhi].	cook	Tankiso was a [cook].
mokhanni	-----------------[mokhanni].	driver	
moithaopi	----------------[moithaopi].	volunteer	
morëkisi	-----------------[morëkisi].	seller	

C-1

A:	Tankisö o-në a-sëbëtsa'ng?	What work was Tankiso doing?
B:	E-në e-le-[mophëhi].	He was a [cook].

M-2

morêna	Tankisô e-tla ba [morêna].	chief	Tankiso will be [chief].
moruti	-----------------[moruti].	minister	
moöki	------------------[moöki].	nurse	
molemi	-----------------[molemi].	ag demonstrator	

C-2

A:	Tankisô o-tla sëbëtsa mosëbëtsi ofe?	Which kind of work will Tankiso do?
B:	E-tla ba [moruti].	He will be a [minister].

C-3

A:	Naa [Tšelisô] o-ntsë a-sëbëtsa	Is [Tšeliso] working?
B:	Hą-a̲-sa-sëbëtsa.	He isn't working anymore.
A:	Hą-a̲-sa-sëbëtsa ke̲'ng?	Why is he no longer working?
B:	O-kêna sekölö.	He's attending school.
A:	O-në a-sëbëtsing?	What work was he doing?
B:	E-në e-le [morëkisi]	
A:	Joalë o-tla sëbëtsa'ng ha̲ a̲-qêta lithutô tsa-hae?	What will he do when he finishes his education?
B:	E-tla ba-[molemi].	

M-3

Söntaha	Maobane e-në e-le-[Söntaha].	Sunday	Yesterday was [Sunday].
Moqebêlô	-----------------[Moqebêlô].	Saturday	
Mmantaha	-----------------[Mmantaha].	Monday	

C-4

A:	Maobane e-në e-le-la-bokae?	What day was yesterday?
B:	E-në e-le [Moqebêlô].	

M-4

mokete	Kȩ-utloa hore Masëru koana e-në e-le-[mokete].	feast	I hear that in Masëru there was a [feast].
rëisisi	-------------[rëisisi].	horse race	
pitsô	---------------[pitsô].	assembly	
lechatô	-------------[lechatô].	marriage	

C-5

A:	U-utloilë litaba life kajëno?	What news have you heard today?
B:	Kȩ-ütloa hore Masëru koana e-në e-le [mokete].	I hear that over in Maseru there was a feast.
A:	Neng?	
B:	[Maoba].	

Cycle 169 I haven't seen a thing yet.

M-1

bôna	Hą-ke-ë=sö[böne] lethô.	see	I haven't seen a thing yet.
utloa	-------[utloe] -----	hear	
bua	---------[bue] -----	speak	

C-1

A:	Kę-utloilë u-bua. U-n'u-re'ng?	I heard you speak. What did you say?
B:	Ê-ê, hą-ke-ë=sö bue lethô.	No, I haven't said anything yet.

C-2

A:	Litaba ke-life kajëno?	What's the news today?
B:	Hą-ke-tsebe. Hą-ke-ë-sö utloe lethô.	I don't know. I haven't heard a thing as yet.

M-2

qêta	Hą-ke-ë=sö [qëte].	begin	I haven't finished yet.
ja	--------------[je].	eat	
palama	----------[palame].	ride	
ngôla	-----------[ngöle].	write	

C-3

A:	Naa u-qëtilë ho-ngôla lengôlô?	
B:	Hą-ke ë=sö qëte.	
A:	Ha u-qêta, u-le-koalê, u-le-têmpê, u-eö le-pôsa.	When you finish, seal it, stamp it, and go mail it.

M-3

fihla	Ê-ê, hą-a-ë-sö [fihle].	arrive	No, he hasn't arrived yet.
qêta	-----------------[qëte].	finish	
palama	---------------[palame].	ride	

C-4

A:	Naa o-[fihlilë]?
B:	Ê-ê, hą-a-ë=sö [fihle].

C-5

A:	Litaba ke̲-life kajëno?	What is the news today?
B:	Hą-ke̲-tsebe. Hą-ke̲-ë=sö utloe lethô. Uêna u-utloilë life.	
A:	Kę-utloa hore Masëru koana e-në e-le mokete ö-moholo	I hear that over in Maseru there was a big feast.
B:	Neng?	
A:	Maoba möna.	Just day before yesterday.
B:	E-le mokete oa'ng?	What was the feast for?
A:	Oa-ho-amohêla baithaopi baa tsoang Amërika.	For receiving the volunteers from America.
B:	Ba-fihlilë neng?	
A:	Ba-fihlilë hôna maoba.	
B:	Joalë ke̲-mang eaa nëng a-ëntsë mokete?	Who was giving the feast?
A:	Kę-utloa hore ke̲-Tona-kholo le-matona a-mmusô.	I hear it was the prime minister and the cabinet of the Government.

Cycle 170 I wasn't buying food.

M-1

Teacher	Response	
Ke̥-nĕ ke̲ -[ea] ngakĕng.	Ke̥-nĕ ke̲-sa-[ee] ngakĕng.	I wasn't [going to] the doctor.
----------[tsoa]------	------------[tsoe]------	I wasn't [coming from] the doctor.
----------[sĕbĕtsa]----	-----------[sĕbĕtse]-----	I wasn't [working at] the doctor's place.

C-1

A: Ke̥-ilĕ ka-u-bôna tŏrŏpŏng maobane. U-n'u [tsoa] ngakĕng? — I saw you in town yesterday. Were you [coming from] the doctor?

B: Ê-ê, ke̥-nĕ ke̲-sa-[tsoe] ngakĕng.

A: U-n'u [tsoa] kae? — Where were you [coming from]?

B: Ke̥-nĕ ke̲-[tsoa] lebĕnkĕlĕng.

M-2

Teacher	Response	
Ke̥-nĕ ke̲-[rêka lijô] k'hĕfing.	Ke̥-nĕ ke̲-sa-[rëke lijô] k'hĕfing.	I wasn't [buying food] at the cafe.
--------[batla Susan]-------	---------[batle Susan]---	I wasn't [looking for Susan] at the cafe.
--------[isa liphahlô]------	--------[ise liphahlô]---	I wasn't [taking clothes/ goods] to the cafe.

C-2

A: U-n'u [rêka lijô] [k'hĕfing] maobane? — Were you [buying food] [at the cafe] yesterday?

B: Ke̥-nĕ ke̲-sa-[rëke lijô].

A: U-n'u [rêka'ng]?

B: Ke̥-nĕ ke̲-[rêka sakerêtê].

M-3

Teacher	Response	
Tšelisô o-ne a-[tsamaea haholo].	Tšelisô o-ne a-sa-[tsamaee haholo].	Tseliso wasn't [walking] very much.
-----------[sĕbĕtsa].	--------[sĕbĕtse].	Tseliso wasn't [working].

-------[bua].	-------[bua].	Tseliso wasn't [talking].
-------[rĕkisa lilamunu].	-------[rĕkise lilamunu].	Tseliso wasn't [selling oranges].

C-3

A:	Kẹ-bŏne [Tšelisô] beseng maobane.	I saw [Tseliso] on the bus yesterday.
B:	O-n's-ëtsa joang? O-ne a-rĕkisa lilamunu?	What was he doing? Was he selling oranges?
A:	Ê-ê, o-nĕ a-sa rĕkise lilamunu. O-nĕ a-sëbĕtsa.	No, he wasn't selling oranges. He was working.
B:	Ê-ê, Tšelisô o-rĕkisa lilamunu ka-beseng, hạ-a̲-sëbĕtse tĕng.	

Use pictures 1 & 4 for the following, plus other pictures that have 2-5 people in them.

M-1

ba-babëli	Ke̥-bôna batho [ba-babëli].	two	I see two people.
ba-bararo	------------- [ba-bararo].	three	
ba-banê	------------- [ba-banê].	four	
ba-bahlano	------------- [ba-bahlano].	five	

M-2

batho ba-bakae?	U-bôna [batho ba-bakae] setšoantšöng sëë?	how many people?	[How many people] do you see in this picture?
matlo a-makae?	-----[matlo a-makae]---	how many houses?	
buka tse-kae?	-----[buka tsë-kae]----	how many books?	

C-1

T: U-bôna batho ba-bakae setšoantšöng sëë? How many people do you see in this picture?

S: Ke̥-bôna batho ba-babëli.

Or: Ba-babëli.

M-2

a-mabëli	Ke̥-bôna matlo [a-mabëli].	two	I see two houses.
a-mararo	------------- [a-mararo].	three	
a-manê	------------- [a-manê].	four	
a-mahlano	------------- [a-mahlano].	five	

C-2

T: Setšoantšöng sëë u-bôna matlo a-makae?

S_1: Ke̥-bôna matlo a-manê.

S_2: Nna ke̥-bôna matlo a-mahlano.

M-3

tsë-pëli	[Bill] o-na le-libuka [tsë-pëli].	two	Bill has two books.

tsĕ-tharo	--------------[tsĕ-tharo].	three
tsĕ-nnê	--------------[tsĕ-nnê].	four
tsĕ-hlano	-------------[tsĕ-hlano].	five

C-3

T: [Bill] o-na le-[libuka] tsĕ-kae?

S: O-na le-[libuka] tsĕ-hlano.

T: Uêna u-na le-tsĕ-kae?

S: Nna kẹ-na le-tsĕ-nnê.

Cycle 172 I've already said it.

M-1

cholô	Ke̥-së̆ ke̱-[cholö̆].	said	I've already said (it).
jelë̆	-------- [jelë̆].	have eaten	I've already eaten.
tö̆tse	-------- [tö̆tse].	have bathed.	
apëre	-------- [apë̆re].	have dressed	

C-1

A: Ha̱-re̥-eö̆ [ja].

B: Nna ke̥-së̆ ke̱-[jelë̆]. Me, I've already [eaten].

M-2

nchapê	[Nchapê] joalë̆ka ha̱ u̱-së̆ u̱-bolë̆tse.	beat me	[Beat me] as you have already said/told.
nthahê	[nthahê]----------	kick me	
nkôtlê	[nkôtlê]----------	strike me	

C-2

A: Ke̥-tla u-[shapa] hôna joalë̆. I will [beat] you right now.

B: Ua-pota. U-ka [shapa] mm'ao pele. You are crazy (raving]. You can [beat] your mother first.

A: Hë̆ë̆ monna u-se-kaa-bua ka-mmê, ua-utloa? Hey man, don't speak about my mother, you hear?

B: Ke̥-së̆ ke̱-cholö̆. [Nchapê] joalë̆ka ha̱ u̱-së̆ u-bö̆letse. I already said (it). [Beat me] like you already said/told.

Or: Ke̥-së̆ ke̱-cholö̆. [Nchapê] joalë̆ka ha̱ u̱-s'u-bolë̆tse.

M-3

së̆	Ke̥-së̆ ke̱-tsamaea.	I'm already going.
në̆	Ke̥-në̆ ke̱-tsamaea.	I was going.
ntsë̆	Ke̥-ntsë̆ ke̱-tsamaea.	I'm going.

* * * * *

së̆	Ke̥-së̆ ke̱-kula.	I'm (already) sick.
në̆	Ke̥-në̆ ke̱-kula.	I was sick/I was being sick.
ntsë̆	Ke̥-ntsë̆ ke̱-kula.	I'm continuing to be sick.

së	Kẹ-së ke̱-tšaba.	I'm (already) scared.
në	Kẹ-në ke̱-tšaba.	I was afraid/I was being afraid.
ntsë	Kẹ-ntsë ke̱-tšaba.	I'm continuing to be afraid.

C-3

A:	Naa u-nts'u bapala bôlô?	Are you still playing ball?
B:	Ê-ê, hạ-ke̱-sa bapala.	No, I'm no longer playing.
A:	Ao! molato ke̱'ng?	
B:	Kẹ-së ke̱-kula.	I got sick.

M-1

phomola	Le-ilë la-[phomola] hötëlëng matsatsi a-makae?	rest, stay	How many days did you stay at the hotel?
sëbëtsa	--------[sëbetsa]---		

M-2

a-mararo	Re-ilë ra-phomola tëng tëng matsatsi [a-marao].	three	We stayed there [three] days.
a-mabëli	----------------[a-mabëli].	two	
a-manê	------------------[a-manê].	four	
a-mahlano	---------------[a-mahlano].	five	

C-1

PCV: Ha le-fihla New York, le-ilë la-phomola hötëlëng matsatsi a-makae?

Mosotho: Re-ilë ra-phomola tëng matsatsi a-mararo.

Or:A-mararo.

M-3

linthô tsë-ngata	Re-ilë ra-bôna [linthô tsë-ngata].	many things	We saw many things.
libaka tsë-ngata	-------------[libaka tsë-ngata].	many places	
likölöi tsë-ngata	-----------[likölöi tsë-ngata].	many cars	
makölöi a-mangata	-----------[makölöi a-mangata].	great fleets of cars	
marôkhô a-mangata	-----------[marôkhô a-mangata].	many bridges	
mabênkêle a-mangata	-----------[mabênkêle a-mangata].	many stores	

C-2

PCV:	Le-ilë la chakêla libaka tsë-kae?	Did you visit many places?
Mosotho:	Tsë-ngata	Many.
PCV:	Le-ilë la-bôna'ng?	What did you see?
Mosotho:	Re-ilë ra-bôna linthô tsë-ngata.	We saw many things.
	Ra-bôna marôkhô a-mangata.	We saw many bridges.
	Hapê ra-bôna makölöi a-mangata.	Also we saw many cars.
PCV:	Le-ilë la-thoha New York neng?	
Mosotho:	Ka-mora matsatsi a-mararo.	We left after three days.

C-3

Use picture number 6 for the following:

Banna baa ba-pola mabêlê a-makae?	How much sorghum are these men threshing?
Ba-pola mabêlê a-mangata.	
U-bôna joang hore ke-mabêlê a-mangata?	How do you see that the sorghum is much?
Ke-bôna mmoko ö mongata.	I see a lot of chaff.

Cycle 174 I'm binding myself to work two years in Lesotho.

M-1

Teacher	Response	
tlama	itlama	bind//bind oneself
chesa	ichesa	burn//burn oneself
tšêpa	itšêpa	trust//trust oneself; be conceited
tseba	itseba	know//know oneself
tšaba	itšaba	fear//fear oneself
pheta	ipheta	repeat//repeat oneself
mêma	imêma	invite//invite oneself
pata	ipata	hide//hide oneself
kököbëtsa	ikököbëtsa	humble//humble oneself
khantša	ikhantša	show (with pride)//be conceited

C-1

A:	Naa u-batla ho-ba moithaopi?	Do you want to be a volunteer?
B:	Ëë Or: Ëë, ke̥-batla ho-ba moithaopi.	
A:	U-itlama hore u-tla sëbëtsa Lesotho (li)lemô tsë-pëli?	Are you promising (binding yourself) to work two years in Lesotho?
B:	Ëë, ke̥-itlama joalö.	Yes, I've bound myself thus.
A:	Re̥a-lëboha.	

C-2

Use picture 7 with the following:

A:	Mosali ëo eaa ölosang o-itlammë ka'ng?	This woman who is winnowing, what has she tied herself with?
B:	Ka-tjale.	With a shawl.
A:	O-itlammë ka-tjale kae?	Where has she tied herself with a shawl?
B:	O-itlammë ka-eôna thëkëng.	She has tied herself around the waist with it (shawl).

C-3

A:	U-batla mang?	
B:	Ke̥-batla mookame̥li. Naa o-tla-mpha mosëbëtsi?	
A:	Ke̥a-khôloa o-tla u-fa. Fêêla u-ikököbëtsë ha̱ u̱-bua le-baokamëli.	I think he will give you (some). Only humble yourself when you speak with the directors.

B:	Ke̥a-ikököbëtsa kamehla hḁ-ke̲-bua le-baokamëli.	I always humble myself when I speak with the staff.
A:	Ke̲-hantlê. Ha̲-re̥-eê hê, ke̲-u-isê öfising.	

C-4

A:	Naa [Mamêllô] o-tseba ho-bua le-batho hantlê?	
B:	U-botsa joalö hobane'ng?	Why do you ask thus?
A:	Hobane ke̥-utloilë a-bua hampe ho-[Phiri].	Because I heard her speak rudely to [Phiri].
B:	Ëë, ke̲-motho eaa ikhantšang hampe. Hḁ-a̲-tsebe ho-bua le-batho hantlê.	Yes, she is a person who is extremely conceited.

M-2

ruta	ithuta	teach//teach oneself, learn
rata	ithata	love//love oneself
raha	ithaha	kick//kick oneself
rêka	ithêka	buy//be worth buying
rôka	ithôka	praise//praise oneself

C-5

Parent:	[Bill] o-ithuta joang sekölöng?	
Teacher:	O-ithuta hantlê haholo.	
Parent:	U-bôna hore o-tla pasa?	Do you expect that he will pass?
Teacher:	Ëë, o-tla pasa habonôlô.	Yes, he will pass easily.
Parent:	Re-tla leboha habolo, tichêrê.	

Cycle 175 Who reads the Sesotho newspaper for him?

M-1

chaka	chakêla	visit//visit (somebody)
phêha	phêhêla	cook//cook for (somebody)
rêka	rêkêla	buy//buy for (somebody)
êma	êmêla	stop, wait//wait for (somebody)
bina	binêla	sing//sing for (somebody)
batla	batlêla	want//look for (something for somebody)
thaba	thabêla	be happy//be happy for (something or somebody)
tla	tlêla	come//bring (something for somebody)

C-1

A:	U-s'u-tsamaea?	Are you going already?
B:	Ëë, kȩ-il'ö phêha.	Yes, I'm going to cook.
A:	Ao! U-phêhêla mang?	Oh! Who are you cooking for?
B:	Kȩ-phêhêla bana ba-ka.	I'm cooking for my children.

C-2

A:	Le-ea kae?	Where are you going?
B:	Lebënkëlëng.	
A:	Le-il'ö ëtsa joang?	
B:	Re-il'ö rêkêla bana liphahlô.	I'm going to buy clothes for the children.

M-2

bolêla	bolêlla	tell//tell to (someone)
ngôla	ngôlla	write//write to, write for (someone)
bala	balla	read//read for (someone)
koala	koalla	close//shut (somebody) out/in
ala	alla	prepare the bed//prepare the bed for
jala	jalla	sow//sow (seeds) for
qala	qalla	begin, start//begin for, start for

C-3

A: Naa mookamëli oa-lona o-tseba ho-bala Sesotho?

B:	Ha̧-a̱-tsebe.	
A:	Ke̱-mang eaa mo-ballang likoranta tsa-Sesotho?	Who reads the Sesotho newspaper for him?
B:	Ke̱-[Bill].	

M-3

ëtsa	ëtsëtsa	do, make//do for, make for
hlatsoa	hlatsoëtsa	wash//wash for
tlats̩a	tlatsëtsa	fill//fill for
botsa	botsëtsa	ask//ask for (something) for (somebody)
tlisa	tlisëtsa	bring//bring for
sẹnya	senyëtsa	do damang//do damage to (someone's property)
bitsa	bitsëtsa	call//call (someone) for (somebody)

C-4

A: Naa liapolê li-tëng hëno?
B: Ëë, li-ngata. Ua-li-rata?
A: Ëë, kȩ-li-rata haholo.
B: Kȩ-tla u-tlisëtsa tsôna ka-Mmantaha.
A: Kȩ-tla lëboha haholo.

C-5

A:	Le-fihlilë neng mö̧ö̱?	
B:	Rȩ-fihlilë maobane.	
A:	Le-fihlëtse kae?	Where have you arrived at (for lodging)/ where are you accommodated?
B:	Re-fihlëtse hötëlëng.	We are accommodated at the hotel.
A:	Le-tlil'ö qêta nakô ë-kae?	How much time have you come to spend?
B:	Matsatsi a-mararo.	

Cycle 176 Lesotho became self-governing in 1966.

M-1

busa	ipusa	govern//govern oneself
bôna	ipôna	see//see oneself
botsa	ipotsa	ask//ask oneself
baballa	ipaballa	take care of//take care of oneself.

C-1

A:	Naa naha ea-Lesotho e-busoa ke̲-Englane?	Is the country of Lesotho ruled by England?
B:	Ê-ê, Lesotho ke̲-naha ëë ipusang.	No, the country of Lesotho rules itself.
A:	Hao! e-qalilë ho-ipusa neng?	Oh! When did it begin to rule itself?
B:	E-qalilë ho-ipusa ka-1966.	

C-2

A:	Naa ua-utloa hore hoa-bata?	Do you feel that it is cold?
B:	Ëë, kęa-utloa.	Yes, I feel it.
A:	U-tsoanëtse ho-ipaballa. U-se-kaa tsamaea kantlê.	You ought to take care of yourself. Don't go outside.
B:	Hobane'ng?	
A:	Hobane ha̲ u̲-sa-ipaballe u-tla tsoaroa ke̲-sefuba.	Because if you don't take care of yourself, you will catch (be caught by) a cold.

M-2

hlatsoa	itlhatsoa	wash//wash oneself
hlaba	itlhaba	prick//prick oneself
hlôpha	itlhôpha	arrange//adorn oneself
shêba	ichêba	look at//look at oneself
shapa	ichapa	beat//beat oneself

C-3

A:	[John], naa u-s'u itlhatsoitsë?	John, have you washed yourself?
B:	Ê-ê, hą-ke-ë=sö itlatsoe.	No, I haven't washed myself as yet.
A:	U-tla itlhatsoa neng? Sekölö sea-kêna hôna joalë.	When will you wash? School begins right now.
B:	Mphê sesepa ke-itlhatsoê kapele.	Give me soap so that I may wash quickly.
A:	Nka sesepa ke-sëna.	

Cycle 177 I'm teaching eight students

M-1

baa robëli	Ke-ruta barutuoa [baa robëli].	eight	I'm teaching [eight] students.
baa robong	---------------[baa robong].	nine	
baa leshomê	---------------[baa leshomê].	ten	

C-1

A: U-ruta barutuoa ba-bakae?

B: Baa robëli.

Or: Kȩ-ruta barutuoa baa robëli.

M-2

aa robëli	Ho-na le-mabênkêlê [aa robëli] Masëru.	eight	There are eight stores in Maseru.
aa robong	------------[aa robong]------.	nine	
aa leshomê	------------[aa leshomê]-----.	ten	

C-2

A: Ho-na le-mabenkêlê a-makae Masëru?

B: Masëru ho-na le-mabênkêlê aa-robëli.

C: Ê-ê, ho-na le-mabênkêlê aa-leshomê.

C-3

A: Susan o-fumane mangôlô a-makae kajëno?

B: O-fumane (mangôlô) aa-leshomê.

M-3

tsëë-robëli	Ke-rëkilë libuka [tsëë-robëli]	eight	I've bought eight books
tsëë-robong	--------------[tsëë-robong]	nine	
tsëë-leshomê	--------------[tsëë-leshomê]	ten	

C-4

A: U-tsoa rêka'ng?

B: Kȩ-tsoa rêka [libuka].

A: U-rëkilë [libuka] tsë-kae?

B: Kȩ-rëkilë libuka [tsëë-robong].

APPENDIX I

PRONUNCIATION EXERCISES

TO THE TEACHER:

Sesotho has many sounds which are unfamiliar to the English speaker. Some, like the clicks (q, qh), are obviously very different from English; but others, like the vowels and many of the consonants, seem (to the English speaker) to be similar to English sounds. But these sounds are not the same, as your Sesotho ear will quickly tell you when your students use English sounds in Sesotho words. These pronunciation exercises are provided to assist you to teach your students an accurate pronunciation of Sesotho.

The following consonants are roughly equivalent to the sounds in the English examples:

	SESOTHO		ENGLISH
ph	pholo	ox	polo
th	thapô	grass rope	top
ch	ichu	ouch	chew

In Sesotho these sounds have a slightly longer period of breath between the release of the consonant and the onset of the vowel than do those in English. It will take some practice before your students produce this additional amount of breath in a satisfactory fashion; the exercises on P-5 and P-10 will be helpful in developing this skill.

There are three other sounds in Sesotho which use "breath" from the lungs and so belong to this same series:

tš	tšomô	legend
tlh	tlhase	spark
qh	qhana	saddle (n)

These sounds are completely new to the English speaker.

This series of consonants made with a noticeable puff of air from the lungs will be called the aspirated series of consonants:

ph th tš ch tlh qh

This series is matched by a series which does not use air from the lungs; in fact, during the pronunciation of these sounds the air passage to the lungs is momentarily cut off. This series will be called the "ejective" series:

p	pôsô	post, mail
t	taba	matter, affair
ts	tsela	road
tj	tjale	shawl
tl	tla	come
k	kôfi	coffee
q	qala	begin

This entire series of sounds is made in a way that is unfamiliar to your English-speaking students. Some of them may learn to produce these sounds by imitating your pronunciation. But for most of them it will be necessary to follow the special teaching procedures which will be given to you by your linguistic director.

In addition to the pronunciation problems presented by these consonant series, there are two other major areas of pronunciation difficulty for the American student: the vowels (except /a/) and tone. These will be discussed in connection with the pronunciation exercises and in the notes to certain of the cycles. The clicks, while of considerable interest because of their novelty, are not a major pronunciation problem.

TO THE LANGUAGE CO-ORDINATOR:

Ejective vs. Aspirated Series:

p	t	ts	tj	tl	k	q
ph	th	tš	ch	tlh	k'h	qh

1. Native speaker reaction to mispronunciations is stronger for these two series of consonants than it is for any of the other consonants, vowels, or tone.
2. The aspiration in Sesotho is somewhat longer than in English. An "English" amount of aspiration is insufficient for the Sesotho ear.
3. The pronunciation exercises are organized according to contrastive pairs (p//ph, t//th, etc.). For the purpose of teaching both skills of recognition and production it may be desirable to devise additional exercises from these materials (e.g., drills within one of the series, but at different points of articulation and in different manners: pala, taba, kaba, qala, tsala, tjale, tlaba).

4. The skills of production and recognition of the ejective series are both essential in the learning of Sesotho. The following order of drill activities is suggested for learning these skills:
   a) Discrimination drills (to develop the recognition skill), as a prerequisite to the production drills, using the contrastive pair exercises (P-5, ff.).
   b) Production drills (see below).
   c) More discrimination drills (even after production is well-controlled, it is still possible to confuse this series with the aspirated series).
5. Some suggestions toward achieving production of the ejective series (in addition to mimicry of the words in the pronunciation exercises):
   a) Holding the breath, say

      p, p, p ...
      t, t, t ...
      k, k, k ...
      p, t, k ...

      without a following vowel.
   b) Holding the breath, say [p] followed by [a], the vowel first quite separated from [pʔ], then increasingly closer until the glottal release is almost simultaneous with the labial release:

      pʔʔʔʔa, pʔʔʔa, pʔʔa, pʔa

      Do the same for /t/ and /k/:

      tʔʔʔʔa, tʔʔʔa, tʔʔa, tʔa
      kʔʔʔʔa, kʔʔʔa, kʔʔa, kʔa
   c) Repeat the above, attaching the other vowels: ê, ô, e, o, i, u.
   d) Deform the following English words:

Ejective	Aspiration
papa	papa (=/phapha/)
paper	paper
Pepe	Pepe
Tito	Tito
toto	toto
Kiko	
Coco	

e) Use steps a, b, c above to teach /ts/.

f) Ditto for /tj/.

g) Deform the following English words:

Ejective		Heavy Aspiration	
⟨tj⟩	cha-cha	⟨ch⟩	cha-cha
	choo-choo		choo-choo

h) Use steps a, b, c above to teach /tl/.

i) For additional suggestions for the production of this series, see p. 405 ff. of William A. Smalley's *Manual of Articulatory Phonetics*, rev. ed., New York, 1963.

Ejective//Aspirated

p//ph

1. p		2. ph	
pala	be heroic, unbeatable	phala	a whistle
poma	cut (v)	phoma	come out
pula	rain (n)	phula	vale, small valley
pôsô	post, mail	phôsô	a mistake
pela	rock-rabbit	phela	live (v)
patsi	firewood	phatsi	shine (id)
pola	thrash	phôla	become cool
pere	pear	phere	become soft (id)*
putsa	reward (v)	phutsa	grow (w/o bearing fruit)
peta	chest	pheta	repeat
pakela	witness (v)	phakela	eat greedily
		phêha	cook
poli	goat	phêcha	crawl
pele	before	phêthô	end
peli	two	phaka	devour
pôhô	male (animal)	pholo	ox
pôône	maize, mealies	phomola	rest (v)
palama	mount, ride	phofo	flour
polêlô	sentence	phôôfôlô	animal
shapa	hit	phakisa	hurry (v)
supa	point at	phahama	go high
sesepa	soap	bophelô	life
lepôlesa	policeman	Mphô	Mpho
lapile	be hungry		

TO THE TEACHER:

The above are divided into three groups: 1) minimal pairs in which the other consonants constitute "easy" sounds for the English-speaking learner of Sesotho; 2) minimal pairs except for a slight vowel difference, and minimals pairs in which the other consonants constitute "hard" sounds; 3) words which are not paired minimally, but for which an accurate pronunciation of /p/ and /ph/ is desireable.

---

* (id) = ideophone

p//ph

1-1	papa	porridge
	pepa	carry on one's back
	popi	doll
	pêpê	walk quickly (id)
	peipi	pipe
	papali	game
	pômpông	candy
	pampiri	paper
2-2	phauphau	stupid person
	phaiphai	roam about (id)
	phepheng	scorpion
	phapha	awake suddenly (id)
2-1	phapang	quarrel (n)
	Phupu	July
	phêpa	white clay
	phêpô	feeding
	phaposi	small room

TO THE TEACHER:

These contrastive pair sets can be used in several different exercise modes:

For recognition / discrimination:

1. Have the students listen to your pronunciation of column 1.
2. Have the students listen to your pronunciation of column 2.
3. Have your students listen to your pronunciation of matched pairs from the two columns.

   T(teacher): pala, phala
   T(teacher): poma, phoma
   etc.

4. Test the students' ability to discriminate between the aspirated and ejective series by giving them words randomly from columns 1 and 2 and having them respond with "1" or "2".

   e.g. T(teacher): pula S(student): "1"
   T(teacher): phela S(student): "2"
   etc.

5. An additional discrimination drill can be created by placing the matched pairs into a drill setting of the same-different type:

Cue	Response	Verification
T: pala, pala	S: same	T: pala, pala, same
T: pala, phala	S: different	T: pala, phala, different
T: phala, phala	S: same	T: phala, phala, same
T: phala, pala	S: different	T: phala, pala, different

   The "verification" step, in which the teacher repeats the "question" and then gives the correct answer after the student response, is a necessary part of the testing procedure, but it also re-inforces the students' learning. The student response can be individual or as a group.

6. The word groups labeled 1-1, 2-2, 2-1, and 1-2 are to be used as follows:
   a) Listening (cf. steps 1 and 2 above).
   b) Testing (cf. step 4 above).

      e.g. T: papa S: "1-1"
      T: Phupu S: "2-1"
      etc.

7. If necessary, additional drill material can be constructed along similar lines out of Sesotho syllables:

   1-1 pa, pe
   pe, pi
   pi, po
   etc.

   2-2 pha, phe
   phe, phi
   phi, pho
   etc.

   1-2 pa, phe
   pe, phi
   pi, pho
   etc.

   Syllables such as this can also be used in same-different drills (cf. step 5 above.)

For Production:

8. Have the students imitate you in the following manner:

   T: pala (model) S: pala (imitation)
   T: pala (verification) S: pala (imitation)

   This is the most basic form of mimicry practice, and it will be referred to as "double repetition". Students should participate on both an individual and group basis.

   a) Use all the examples from column "1" in this manner.
   b) Use all the examples from column "2" in this manner.
   c) Use the examples from column "1" and "2" alternatively in this manner.

9. Have the students imitate your pronunciation of the minimal pairs from columns 1 and 2 in "single repetition":

   T: pala S: pala
   T: phala S: phala

   An alternative way of drilling these is as follows:

   T: pala, phala S: pala, phala

10. The groups labeled 1-1, 2-2, etc. can be used in the manner of step 8.

TO THE STUDENT:

The words in the pronunciation exercises have been chosen for their special usefulness in acquiring a good pronunciation of Sesotho.

Many of these are not the ones which you need in your early Sesotho conversation. Hence it is suggested that you make no special effort to learn the meanings of the words in these pronunciation exercises. Their usefulness at this point in your language development is for pronunciation, not communication.

Ejective//Aspirated

t//th

	1. t		2. th
taba	matter, affair	thaba	mountain
toba	go straight to	thoba	slip away
tala	green	thala	gambol (by animals)
rata	love (v)	ratha	cut (v)
toma	briddle (v)	thôma	start (v)
tekô	temptation	thêkô	price
têlla	despise	thêlla	glide
tapô	hunger (n)	thapô	grass rope
tapa	dance (v)	thapa	become tame
taka	mark (v)	thaka	companion, friend
tafolê	table	thabile	be happy
tona	huge	thusa	help (v)
têng	at that place	matha	run (v)
teê	tea	athe	while
tima	extinguish	futhumala	become warm
tinare	dinner	lethô	nothing
êta	visit (v)	Sesotho	Sesotho
feta	pass (v)	nthô	thing
mofuta	kind, variety	batho	persons
monate	nice	Basotho	Basotho
betere	better		
leoto	foot		
setôfo	stove		
setulô	chair, stool		
aubuti	(my) elder brother		

t//th

1-1	tatô	hurry (n)
	tata	be in a hurry
	tota	become strong, great
	tutu	deaf
2-2	thathô	charm, fetish
	thaotha	recruit (v)
	thetha	trim (the thatch of a house)
	thethana	fringe skirt
	thithi	fringe skirt
	thotha	transfer , carry
2-1	thutô	lesson, education
	ithuta	learn
	thatô	love (n)
	ithata	be neat (always)
	thota	plateau
	thêta	roll down
	thêtêng	lavatory
	thata	hard, difficult

p//ph

t//th

1-1	topa	swell
	tôpa	stuff (v)
	tôrôpô	town
2-2	phêthô	end (n)
	phêtha	finish (v)
2-1	pheta	repeat
	Phatô	August
	thipa	knife

Ejective//-

k//-

1. k

kaba	beat, strike
kêba	bow (v)
kêna	come in
kôna	give sparingly
kôfi	coffee
koma	eat (salt or sugar)
kula	be sick
kuma	break into small pieces
kubu	hippo
kuku	cake
kiba	fill (a small hole)
kobô	blanket
kôlôi	wagon, car truck
lekala	department (of govt.)
sekôlô	school
buka	book
noka	river
roka	sew
rôka	praise
loka	become right
leka	try
rêka	buy
banka	bank
nakô	time
chekô	act of digging
chakô	visit (n)
sebaka	place (n)
lesaka	cattle kraal
lerakô	wall

k//-
p//ph
t//th

1-1	kaka	be proud
	kapa	or
	kêta	become thin
	kôkô	"knock-knock"
	kôpi	cup
	kopa	beg, request
	kêrêkê	church
	tônki	donkey
	koranta	newspaper
	mokete	feast
	katiba	hat
	kapele	quickly
	tuku	head scarf
	kanakô	on time
2-1	thôkô	praise-poem
	phakisa	hurry (v)
	thokô	at the side
	phoka	dew
	phuka	fin
	phakoe	hawk
	thêkô	price
	thaka	comrade

TO THE TEACHER:

Sesotho has an ejective /k/, but it does not have an aspirated /kh/ (except in a very few loan words, which the Lesotho orthography writes with ⟨k'h⟩ : k'habothe, cupboard). Hence the ejective-aspirated contrast which obtains for "p" and "t" does not occur for "k" (though the symbol ⟨kh⟩ is used in the Lesotho orthography for another kind of sound: see P -32). The discrimnation of this sound, /k/, can be taught by use of the foregoing exercises, while the production of /k/ can be taught:

1) By mimicry drills, using the words above.

2) By analogy with the sounds /p/ and /t/ (since /k/ is produced in the same manner, but at a different point of articulation), using the following steps:

   a) Sesotho syllables (mimicry drill, horizontal):

pa	ta	ka
pê	tê	kê
pô	tô	kô

etc.

   b) Sesotho words (mimicry drill, horizontal)

/p/		/t/		/k/	
pa	slap! (id)	ta	sound made by hitting with a stick (id)	ka	sound made by hitting with a stone (id)
papa	porridge	tata	extend, hurry	kaka	be proud
êpa	dig	êta	visit (v)	êka	betray
lepa	observe (stars)	leta	wait for	leka	try
pala	be unbeatable	tala	green	kala	weigh
rapa	turnip	rata	love (v)	raka	precede

rôpa	tether (v)	rota	urinate	roka	sew
papa	porridge	tapa	become tastelass	kapa	or
palama	ride (v)	- -		kalama	ride (v)
- -		taba	matter	kaba	beat, strike
pôna	be wilted	tôna	open the eyes wide	kôna	refuse (to give food)
chapô	act of whipping	(le)chatô	wedding	chakô	visit (n)
lerapô	leather strap	leratô	love (n)	lerakô	wall
pôpô	honk! (id)			kôkô	"knock-knock"
poma	cut (v)	toma	bridle (v)	koma	eat (salt or sugar)
pobo	wop! (id)	tobo	pow! (id)	kobô	blanket
pula	rain (n)	tula	stamp, crush	kula	be sick
- -		tutu	deaf (person)	kuku	cake
- -		tuma	become famous	kuma	break into minute pieces
pêna	turn up (brim of hat)	tena	dress (v)	kêna	come in
- -		teba	deep	kêba	bend in the breeze
- -		sebata	beast	sebaka	place (n)

Ejective//Aspirated
tj//ch

1. tj		2. ch	
tjêlô	act of somebody's food being eaten	chêlô	act of somebody's things being burned
tjêô	eating food	chêô	act of trapping
tjêhô	confiscation of property	chêhô	act of trapping
ntja	dog	ncha	new
tjeka	turn, dance	cheka	dig
tjaka	beautiful person	chaka	visit (v)
tjale	shawl	oache	watch
tjama	stare (v)	tichêrê	teacher
motjôli	herdboy	cha	burn (v)
tjôtô	wild watermelon	chêê	no
		e-chô	say it out
		mochini	machine
		sechaba	tribe, nation
		chêlêtê	money
		mochesô	heat, temperature

tj//ch

1-1	tjêtjê	fecal matter
	(mo)tjetje	one long drink
	tjôtjêla	stare fiercely
	tjôtjô	bribe (n)
2-2	cheche	a kind of bush
	chêcha	withdraw backward
	chacha	kindling
	chencha	change (v)
	chache	anglican
2-1	chitja	round

tj//ch

p//ph
t//th
k//-

1-1	tjapa	lie down carelessly (id)
	tjapi	sound of milking (id)
	tjaka	a handsome person
	tjakô	permanent residence
	tjôtô	wild melon
	tjêpa	cow, bull
	tjeka	dance (v)
	tatja	manage, compete with
	katja	drink all at once (id)
2-2	chapha	sudden rise of the sun (id)
	chaphi	small quantity of milk
	chepha	be away from home in the mines (a long time)
	chipha	chip (v)
	chopha	provoke persistently
	phacha	clumsy walking (id)
	phêcha	scoot forward (while sitting down)
	pheche	crush (an insect) (id)
	phocho	remove feathers by scalding (id)
	thacha	become straight & level (id)
	thocha	" " " " "
	thocho	sound of bare feet walking (id)
2-1	chapô	whipping (n)
	chepa	dig
	chepô	digging (n)
	chata	wed
	chita	cheat
	choto	stomp off angrily (id)

chaka	visit (v)
chaake	mealies (corn)
chakô	visiting (n)
cheka	dig
chêka	check (v)
chêkê	cheque
chêiki	kind of lizard
chekô	digging (n)
chiki	cheeky (adj)
chôkô	chalk
chuku	sound of puffs of smoke (train) (id)

Ejective//Aspirated

ts//tš

1. ts		2. tš	
tsola	undress	tšola	take pot off of fire
tsela	road	tšela	cross over
tsomô	act of hunting	tšomô	legend
tsoma	awaken (v)	tšosa	frighten (v)
letsêtsê	a flea	tšêtšê	a kind of hat
tsoala	give birth to	matšoala	whiskers
ntsintsi	fly (n)	ntšintši	fly (n)
tsêka	dispute (v)	tšêka	sift
tsepa	land when jumping (id)	tšêpa	trust (v)
letsolo	lightning	letšolô	hunting party
tsebô	knowledge	tšêbô	act of backbiting
tsoena	disappoint	tšoênya	trouble (v)
tseba	know	tšo	black! (id)
tsêbê	ear	tšaba	be afraid of
tsoha	wake up	tšimo	field
tsoa	come out	tšêha	laugh at
tsamaea	go	tšêla	pour into
mêtsi	water	tšila	dirt
motse	village	fatše	down
lutse	have sat down	bôntša	show
bitsa	call (v)	ntši	eyebrow
botsa	ask	motšeare	noon
botsoa	lazy		
êtsa	do		
letsôhô	hand, arm		
lentsoe	voice		
mosêbêtsi	work		

ts//tš

1-1	letsêtsê	flea
	letsatsi	sun, day
	tsôtsi	gangster
	betsêtsa	throw
	hatsêtse	have felt the cold
	bitsitsê	have called
	êtsêtsa	have done for...
	botsitsê	have asked
	letsatsa	ridge
	tsitsa	be level
2-2	tšêtšê	a kind of hat
	tšaetšae	stupid person
	tšetše	urine
2-1	tšotsô	animal fat
	tšêtse	have poured into
	tšetse	have crossed over
	tšotse	have dished up
	bôntšitsê	have shown
1-2	tsê-tšêhla	...which are yellow
	tsê-ntšo	...which are black
	tsê-tšoêu	...which are white
	tsê-tšumo	...which are white-faced
	tsa-Tšêpô	...of Tšêpô
	tsa-Tšelisô	...of Tšelisô

ts//tš
p//ph
t//th
k//-
tj//ch

1-1	pitsô	meeting
	patsi	firewood
	potsô	question
	pitsi	horse (archaic)
	pitsa	pot
	tatsô	taste (n)
	tutse	have smitten
	kôtsi	danger
	kutse	have become sick
	katse	cat
	kêtso	action
	kutsô	stealing (n)
	tsipa	pinch (v)
	tsoekere	sugar
	tsêta	thin (due to lack of fodder)
	tsêka	quarrel (over ownership) (v)
	tsêkê	flash (of light) (id)
	tsôta	admire
	Tsiki	Tsiki
	tsoka	wave (v)
	tjoêtsô	act of telling
2-2	phetše	squash! (id)
	phêtšo	actionof dislocation (id)
	phatšoa	black-and-white
	tšêphê	springbuck

	tšipho	a kind of game
	tšethe	jump (id)
	tšuthô	act of going away (n)
2-1	phetse	have lived
	phatsi	shine (id)
	phatsa	splinter (n)
	thetsa	touch
	chêtse	have burned
	tšêpa	hope (v)
	tšêpô	hope (n)
	tšupa	weevil
	tšepe	iron
	Tšitoê	December
	tšêka	sift
	tšitô	offense, obstacle
	tšita	difficulty

Ejective//Aspirated

tl//tlh

1.tl		2.tlh	
tlolô	trespass	tlholô	defeat, conquest
tlêrê	be very red (id)	tlhêrê	sound of broken stick or guitar string (id)
tlase	down below	tlhase	spark (n)
tlalô	fullness	tlhalô	divorce
tla	come	tlha	cut with an axe
tlaka	laugh at	tlhaka	vaccination (by witch doctor)
tlatsô	support (n)	tlhatsô	vomiting
tlakô	scorn (n)	tlhako	hoof
tloka	become furious	tlhoka	ear wax
ntlo	house	ntlha	point (n)
tlali	lightning	tlhapi	fish (n)
hantlê	good		
butlê	slowly		
batla	want		
matla	strength		
utloa	hear		

tl//tlh

1-1.	tlôtla	praise (v)
	tlôtlô	praise (n)
	tlôtlollô	defame
	tlatlapa	oppress
	tlantla	beat, strike
2-2.	tlharantlhope	grasshopper
	tlhêtlhêkoa	husk, bran
2-1.	tlhotla	filter, strain, wring
	tlhatlêha	cook (in a pot)

tl//tlh

etc.	1-1	tlôpô	(a kind of) haircut
		tloka	become furious
		tlaka	laugh at
		tlôtsô	anointing
		tlakô	scorn (n)
		tsê-ntlê	nice
		kantlê	outside
	2-1	tlhapi	fish
		tlhaka	vaccination (by witch doctor)
		tlhatsô	vomiting
		tlhako	hoof
		tlhoka	earwax
		tlhapa	insult
		tlhapô	washing the hands (n)
		tlhôkô	carefulness
		tlhoko	nipple (of a woman)
		tlhêkô	having a house in good order (n)
		tlhakô	a light color

TO THE TEACHER:

The sounds /tl/ and /tlh/ are not found in English, nor is there any sound in English similar to these. The materials above are given for use in developing the student's ability to distinguish between these two sounds. The student should be able to distinguish these sounds fairly easily, but he may have some difficulty in achieving a good pronunciation by merely imitating your speech; the following are some suggestions that will aid in your teaching of this new sound.

1). First, have your students mimic your articulation of /tl/ followed by the voiceless vowel /A/:

tlA, tlA, tlA
tlA, tlA, tlA

If your students are successful in this, repeat this exercise with voiced vowels:

tla, tla, tla
tla, tla, tla
tlê, tlê, tlê
tlê, tlê, tlê
(Etc. with the other vowels)

Use the same approach in teaching the production of /tlh/.

2). If the previous steps are not sufficient to initiate the production of these sounds, try having your students make a conscious effort at the articulation of /tl/ by:

a.) Putting the tongue in the position for /t/.
b.) Lowering the sides of the tongue, while keeping the tongue-tip against the roof of the mouth, and simultaneously making an ejective articulation (as was previously learned for /p, t, k, ts, tj/).
c.) Following the articulation first with a voiceless vowel (/tlA/), then with a voiced vowel (/tla/).

Note that the production of this sound is much easier if the student has learned to pronounce well the other ejective consonants (/p, t, k, tj, ts/). The ejective quality is not quite so strong for /tl/ as it is for the other ejective consonants.

When the students have begun to make the /tl/ sound with some degree of facility, shift from the pronunciation of Sesotho syllables to Sesotho words, using the following, as well as the words on P 6-1:

tla	tlê	tlô	tle	tlo	tli	tlu
tlaba	tlêla	tlôpô	tlena	tlosa	tlisa	tlung
tlama	tlêra	setlôlô	tlefe	tlola		
tlali	tlêrê	tlôtla	tlêki	tlohô		
tlala		tlôtlô	tlêpo	tloka		
tlalô				tlolô		
matla				matlo		
				ntlo		

Lateral//Central

tl//th

Lateral: tl		Central: th	
tla	come	(se)tha	heap of unthreshed kaffir corn
tlala	jump (by people) (v)	thala	jump (by animals) (v)
tlêrê	be very red (id)	thêrê	meat gelatin
tlaba	cry sharply (baby)	thaba	mountain
tlakô	scorn (n)	(li)thakô	ruins
tlaka	laugh at	thaka	pupil of the eye
matla	strength	matha	run (v)
ntlo	house	nthô	thing
tlêko	be startled (id)	thêkô	price
tloka	become furious	thokoa	fawn-colored
tlôtla	praise (v)	thotha	carry the harvest home
tlisa	bring	thipa	knife
-tlê	nice, good	thêa	start (v)

TO THE TEACHER:

Observe that the two sounds contrasted here are not simply ejective vs. aspirated. They also differ in manner of articulation. Hence the suggested student responses are "lateral" and "central", rather than "1" and "2". While the student may confuse these sounds when listening to Sesotho, he is not likely to have a problem in producing the sound contrast. This exercise, then, is for the purpose of improving the discrimination ability.

Lateral//Central

tlh//th

Lateral: tlh		Central: th	
tlha	cut with an axe	(se)tha	heap of unthreshed kaffir corn
tlhaka	vaccination (by a witch doctor)	thaka	pupil of the eye
tlhabô	act of piercing	Thabô	Thabô
tlhapa	insult (n)	thapa	be tame
tlhako	hoof	(li)thako	ruins
tlhapô	washing the hands (n)	thapô	grass rope
tlhôkô	carefulness	thôkô	praise
tlhabêla	cracks on feet	thabêla	be happy for (v)
tlhoko	nipple (of a woman's breast)	thoko	corn (from last year)
tlhêkô	having a house in good order (n)	thêkô	price
tlhora	perch suddenly, as of a bird on something (id)	thôra	burn completely
tlhêrê	jingle (id)	thêrê	meat gelatin
tlhakô	a light color	thatô	love, wish (n)
tlhoka	chaff	thokoa	fawn-colored
ntlha	point	nthô	thing
tlhare	leaf	thari	supple sheep skin for carrying babies
tlhoro	summit (mountain)	thoto	luggage
tlhoari	strike a match (id)	thoali	a loved one
tlhoiri	play the lesiba (id)	thoibi	pull along (id)
tlhase	spark	thoasa	begin (new month) (v)
tlhapi	fish	thipa	knife

Fricative//Affricate

hl//tl

Fricative: hl		Affricate: tl	
mahlô	eyes	matla	houses
hla	(aux. verb of emphasis)	tla	come
hlala	divorce (v)	tlala	hunger (n)
hlama	mate (of dogs) (v)	tlama	fasten
hlatsa	vomit (v)	tlatsa	fill (v)
hlena	be red-hot	tlena	grimmace (v)
hlanya	be mad	tlanya	squish! (id)
hlôhla	promontory	tlôtla	praise (n)
hlaela	peep (v)	tlaela	go a wrong way

TO THE TEACHER:

The fricative /hl/ and the affricate /tl/ may be confused, hence the exercise material above is given for use both in developing discrimination ability and production ability. The response on the part of the student here is "fricative" for /hl/ and "affricate" for /tlh/.

Fricative//Affricate

hl//tlh

Fricative: hl		Affricate: tl	
hlasêla	attack	tlhasêla	outgrowth on the eye
hlôka	be in want	tlhoka	chaff
hlabêla	slaughter for	tlhabêla	cracks on feet
hlase	spark	tlhase	spark
hloko	nipple (of a woman's breast)	tlhoko	nipple (of a woman's breast)
hlapi	fish	tlhapi	fish
hlôkô	carefulness	tlhôkô	carefulness
hlapa	insult	tlhapa	insult
hloare	python	tlhoare	python
(se)hlare	medicine	(se)tlhare	medicine
hlabanô	hurting one another	tlhabanô	hurting one another
hlaku	grain	tlhaku	grain
(le)hlaku	leaf		
hlaka	mealie (corn) stalk	tlhaka	mealie (corn) stalk
hlahô	birth	tlhahô	birth
Hlakubêlê	March	Tlhakubêlê	March
hlaphara	give a little (id)	tlhaphara	give a little (id)
hlômphô	respect	tlhômphô	respect
hlobolô	want of clothing	tlhobolô	want of clothing
hlông	shame	tlhông	shame

TO THE STUDENT:

Many of the words which begin with /hl/ can also be said with /tlh/, as can be seen above.

Fricative//Stop

kh//k

	1. kh		2. k
kha	draw water	ka-	with, by
khaba	spoon	kaba	injure (with a stick)
khala	greedy	kala	weigh
khama	strangle	kama	comb
khang	argument	ka'ng	with what
khapha	splash (id.)	kapa	or
khata	trap (v)	kata	compact (ground)
khalê	long ago		
khasa	crawl		
khêtha	choose	kêta	play (a game of jacks)
khiba	dance (on the knees)	kiba	stop (v)
khôba	crush	kôba	bend (v)
khopa	stumble	kopa	ask
khôtsô	peace	kôla	grab
khêlê	really! (interj)		
khena	become disgusted		
khola	pick (fruit)		
khulu	tortoise		
khutla	return		

Front Vowels

e//ê

1.	e	2. ê	
eka	it is like	êka	betray
eba	faint (v)	êpa	dig
ebe	sway (id)	êlê	yard
efe	which	êla	become clear
empa	but	êma	stand up
efêla	indeed	êmêla	wait for
eng	what	ênkê	ink
sele	other, foreign	sêlê	ratel (a kind of animal)
mmele	body	mmêlê	teat
tšela	cross	tšêla	pour
pheha	argue	phêha	cook
(bo)phelô	life	phêlô	finish
lepa	observe (stars, weather)	lêpa	sulk
(le)theba	spot (n)	thêbê	shield (n)
tsebe	know (neg. form)	tsêbê	ear
mme	and	mmê	mother
sebele	certainly	kêrêkê	church
betere	better	rêkêrê	rubber
sekete	thousand	chêlêtê	money
lebekere	mug (n)	lebênkêlê	store
terene	train	êmêrê	bucket

1-1	sele	other, foreign
	ebe	faint (neg. form)
	efe	which
	tsebe	know (neg. form)
	mokete	feast (n)
	nnete	truth
	kapele	quickly

2-2	sêlê	ratel
	êlê	yard
	êmêla	wait for
	mmêlê	teat
	ênkê	ink
2-2	thêbê	shield (n)
	tsêbê	ear
	sêntê	cent
	pênê	pen
	tichêrê	teacher

Back Vowels

o//ô

1. o		2. ô	
bopa	create, form	bôpa	sulk
roka	sew	rôka	praise (v)
topa	swell	tôpa	stuff (v)
boka	commit adultery	bôka	praise (v)
hola	grow up	hôla	go off the track
kopa	ask, beg	kôpa	manage
sola	shed the hair	sôla	irritate the skin (poisonous plants)
thola	be quiet	thôla	find (a lost item)
tona	male	tôna	open eyes wide
rola	take off headdress	rôla	roll (v)
Fora	France	fôra	bend the ears
noka	river	nôka	heap (n)
boea	come	bôea	hair
khotla	at court	khôtla	crush
thokô	far	thôkô	praise-poem
seboko	worm	sebôkô	cry (n)
tlhako	hoof	tlhakô	lightness (in color)

	o//ô	
1-1	motho	person
	Sotho	Sotho
	thoto	package
	khoho	chicken
	Phalo	(a name)
	tlhoko	nipple
	motso	root
	kholo	big
	thoso	appear suddenly (id)

2-2	khôtsô	peace
	fôtô	photo
	kôtô	club, heavy stick
	kôtlô	punishment
	thôkô	praise-poem
	kôbô	peck (id)
	tšômô	derision
	pôsô	post office
	phôsô	mistake
	sebôkô	cry (n)
	letsôhô	arm (n)
1-2	kobô	blanket
	tšomô	folktale
	potsô	question
	thokô	far
	tomô	bridle (n)
	thomô	errand

Syllabic Nasals

/-nn-/

Present		Absent	
monna	man	mona	here
banna	men	bana	children
senna	manly	sena	this (cl 4)
nônnê	fat	nônê	(a kind of antelope)
binnê	have sung	binê	sing (subjunctive)
tennê	have dressed	tenê	dress (subjuntive)
ênnê	wealthy	êna	become wealthy
pônnê	have withered	pôna	wither
pannê	have hitched up	pana	hitch up
khanna	drive	khama	strangle
oa-nthôla	he is providing me hospitality	oa-thôla	he is providing hospitality
oa-ntipa	he is deceiving me	oa-tipa	he is deceiving
oa-nthusa	he is helping me	oa-thusa	he is helping
oa-ntalima	he is looking at me	oa-talima	he is looking
oa-nthiba	he is stopping me	oa-thiba	he is stopping
sêntê	cent		
bôntša	show (v)		
banka	bank		

Syllabic Nasals

/m/ + Consonant

Present		Absent	
mphafa	praise me	phafa	praise
mpata	hide me	pata	hide
mputsa	reward me	putsa	reward
mpaka	give evidence about me	paka	give evidence
mpitla	crush me	pitla	crush

mphôtla	wash my face	phôtla	wash the face
mphatsa	lance me	phatsa	lance
mphêkola	cure me	phêkola	cure
mphara	mess me up with food	phara	mess up with food
mpetêtsa	press me against something	petêtsa	press against something
mphallêla	come to my aid	phallêla	come to the aid of
mphê	give me		
mphi	a large group of people		
Mphô	Mpho		
mpa	stomach		
mpe	bad, ugly		

Syllabic Nasals

/n/ + Consonant

Present		Absent	
nthusa	help me	thusa	help
nthiba	stop me	thiba	stop
nthetsa	touch me	thetsa	touch
ntutla	pull me	tutla	pull
ntima	be stingy with me	tima	stingy
nthôla	accord me hospitality	thôla	accord hospitality
ntalima	look at me	talima	look
ntôba	be open with me	tôba	be open to
nthabisa	amuse me	thabisa	amuse
ntatê	my father		
nka	take		
nta	louse		
ntja	dog		
ncha	new		
ntša	take out		
ntlê	beautiful		

Syllabic Nasals

mm-//m-

Present		Absent	
mmala	color	mala	bowls
mmela	sprouted grain	mela	germinate
mmali	reader	mali	blood
mmêma	invite me	mêma	invite
mmula	hit me	mula	hit
mmanana	open place (outside)	manana	term of affection for single girls
mmatla	look for him	matla	strength
mmamêla	listen to me	mamêla	listen
mmetsa	throw at him	metsa	swallow
Mmatsa	(a name)	matsa	a kind of bark
mmele	body	metso	roots
mmotsa	ask him	motse	village
mmôna	see him	mona	here
mmeli	two	mêtsi	water
mmina	sing about him	mina	blow (the nose)
mmoko	chaff	motsu	arrow
mmê	mother		
mmêa	put him down		

1. q		2. qh	
qa	strike with something hard (id)	qhaa	alone
qi	sound of footstep (id)	qhii	trickling tears (id)
qoba	one thing	qhoba	drive (v)
qôba	dodge	qhôba	trespass on the crops
qotsa	take a big handfull	qhotsa	hatch
qala	begin, start	qhala	scatter, dispense
qoma	dry (adj)	qhoma	jump, break
qubu	heap (n)	qhubu	cooked mealie grains
qaka	difficulty	qhaka	crown (v)
qomêla	dry at	qhomêla	jump on to
qalile	have begun	qhalile	have split
qomisa	make dry	qhomisa	cause to explode
qoaea	avoid	qhoaea	beckon to
qalêha	begin	qhaliha	bail
qêla	beg	qhela	push aside
qêka	persuade gently	qheka	cheat
qobisa	cause dust to rise	qhôbisa	cause animals to trespass on the fields of corn
qita	settle at the bottom of liquid	qhitsa	ooze
qabana	quarrel	qhalana	disperse
qoela	dive into the water	qhoêla	strange (v)
qoaea	avoid	qhoaea	beckon to
qapu	falling into the water (id)	qhafu	to wade in mud
qosa	accuse	qholo	hip bone
qamaka	look about	qhefa	hit with a fist
qabola	cause to laugh	qhana	saddle
qabang	quarrel (n)	qhoboi	root of a reed plant
qamo	a species of a lizard	leqheba	piece of wood pushed through the nose of calf
qôla	a tip of something		
qibi	(a kind of) water animal	seqhôbô	natural fortress
qomu	falling into the water (id)	leqhôfa	an old deserted house
leqosa	a messenger	qhanêha	saddle (v)
leqeba	a wound	qhanolla	unsaddle (v)
leqala	reed		
seqoma	one born after a dead child		
lifaqane	wars of devastation		

q//qh	1-1	qaqa	real
		qôqa	chat
		moqôqô	conversation, chat
	2-2	qhaqha	destroy
		qhôqha	urge (v)
		qhênqhê	drooling
		qhanqha	tear (v)
		seqhenqha	a giant
q//qh etc.	1-1	qapa	compose
		qêta	finish
		qopu	falling into water (id)
		qaka	difficulty
		qotsa	take a big handfull
		qita	settle at the bottom of liquid
		qata	put on a loin strap
		qota	squat (id)
	2-1	leqhêku	an old person
		leqhoko	aggression
		leqheka	a plan
		moqhaka	a crown
		seqhaka	a bad smell of dirty perspiration
		qhetsola	break into pieces
		qhatsa	pour
	1-2	qapha	sip water (like a dog)
		qetha	wipe off sweat
		qopha	follow insistently
		qatha	give a little (id)
		qepha	become scarce
		qantha	eat slowly in small bits

Written Test: Discrimination of t//th, tj//ch.

Administration of the test:

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	tjale	shawl	1.	______ a ______ e.
2.	tjaka	a handsome person	2.	______ a ______ a.
3.	chaka	visit (v)	3.	______ a ______ a.
4.	tjeka	dance	4.	______ e ______ a.
5.	cheche	a kind of bush	5.	______ e ______ e.
6.	tjêtjê	fecal matter	6.	______ ê ______ ê.
7.	chitja	round	7.	______ i ______ a.
8.	thithi	grass-fringed G-string for small girls	8.	______ i ______ i.
9.	tutu	deaf	9.	______ u ______ u.
10.	thata	hard	10.	______ a ______ a.
11.	tatja	manage	11.	______ a ______ a.
12.	tôchê	torch	12.	______ ô ______ e.
13.	tjôtô	wild watermelon	13.	______ ô ______ ô.
14.	thatho	charm (n)	14.	______ a ______ o.
15.	tota	become strong	15.	______ o ______ a.
16.	thota	plateau	16.	______ o ______ a.
17.	thocho	sound of bare feet walking (id)	17.	______ o ______ o.
18.	katja	drink all at once (id)	18.	______ a ______ a.
19.	thatô	love (n)	19.	______ a ______ ô.
20.	thethana	grass-fringed G-string for small girls	20.	______ e ______ a ______ a.

fold here

Written Test: Discrimination of ts//tš.

Administration of the test:

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	tsela	road
2.	tšomô	legend
3.	tšêtšê	a kind of hat
4.	tsôtsi	gangster
5.	tseba	know
6.	tšimo	field
7.	êtsa	do
8.	tsoa	come out
9.	tsoala	give birth to
10.	matšoala	whiskers
11.	ntši	eyebrow, eyelash
12.	ntšintši	fly
13.	ntsintsi	fly
14.	letsatsi	sun
15.	tšetše	urine
16.	tšetse	have crossed over
17.	tsê-ntšo	... which are black
18.	tsa-Tšêpô	... of Tsepo
19.	pitsô	meeting
20.	Tšitoê	December

fold here

1. ______ e ______ a.
2. ______ o ______ ô.
3. ______ ê ______ ê.
4. ______ o ______ i.
5. ______ e ______ a.
6. ______ i ______ o.
7. e ______ a.
8. ______ oa.
9. ______ oa ______ a.
10. ______ a ______ oa ______ a.
11. n ______ i.
12. n ______ in ______ i.
13. n ______ in ______ i.
14. ______ e ______ a ______ i.
15. ______ e ______ e.
16. ______ e ______ e.
17. ______ e-n ______ o.
18. ______ a- ______ ê ______ ô.
19. ______ i ______ ô.
20. ______ i ______ oe.

Written Test: Discrimination of ts//tš, tj//ch.

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	tšotsô	animal fat		1.	______ o ______ ô.
2.	thocho	sound of bare feet walking (id)		2.	______ o ______ o.
3.	chitja	round		3.	______ i ______ a.
4.	tsitsa	be level		4.	______ i ______ a.
5.	phetše	squash! (id)		5.	______ e ______ e.
6.	tšepe	iron		6.	______ e ______ e.
7.	phetse	have lived		7.	______ e ______ e.
8.	tjeka	dance (v)		8.	______ e ______ a.
9.	pheche	crush (an insect) (id)		9.	______ e ______ e.
10.	letsôhô	hand, arm	fold here	10.	______ e ______ ô ______ ô.
11.	lentsoe	voice		11.	______ en ______ oe.
12.	motšeare	noon		12.	______ o ______ ea ______ e.
13.	tjêpa	cow, bull		13.	______ ê ______ a.
14.	tjôtjô	bribe		14.	______ ô ______ ô.
15.	chache	Anglican		15.	______ a ______ e.
16.	tšaetšae	stupid person		16.	______ ae ______ ae.
17.	tšêtse	have poured into		17.	______ ê ______ e.
18.	tsoekere	sugar		18.	______ oe ______ e ______ e.
19.	tjoêtsô	act of telling		19.	______ oê ______ ô.
20.	tšethe	jump (id)		20.	______ e ______ e.

Test

Written Test: Discrimination of tl//tlh, th, ts, etc.

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	tlotlô	praise (n)		1.	____ ô ____ ô.
2.	tlhotla	filter (v)		2.	____ o ____ a.
3.	tlatsô	support (n)		3.	____ a ____ ô.
4.	tlhatsô	vomiting		4.	____ a ____ ô.
5.	tlôtsô	anointing		5.	____ ô ____ ô.
6.	tlaka	laugh at		6.	____ a ____ a.
7.	tlhaka	vaccination (by witch doctor)		7.	____ a ____ a.
8.	tlhapa	inslut		8.	____ a ____ a.
9.	thêrê	meat gelatin	fold here	9.	____ ê ____ ê.
10.	tlêrê	be very red (id)		10.	____ ê ____ ê
11.	matha	run (v)		11.	____ a ____ a.
12.	matla	strength		12.	____ a ____ a.
13.	tlhêrê	jingle (id)		13.	____ ê ____ ê.
14.	tlhoro	summit (mountain)		14.	____ o ____ o.
15.	nthô	thing		15.	n ____ ô.
16.	ntlha	point (n)		16.	n ____ a.
17.	ntlo	house		17.	n ____ o.
18.	tlhatlêha	cook (in a pot)		18.	____ a ____ ê ____a.
19.	tlhêtlhêkoa	husk, bran		19.	____ ê ____ ê ____ oa.
20.	tse-ntlê	nice		20.	____ e-n ____ ê.

Test

Written Test: Discrimination of e//ê

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	eka	it is like	1.	_____ k _____.
2.	êma	stand up	2.	_____ m _____.
3.	empa	but	3.	_____ mp _____.
4.	eng	what?	4.	_____ ng _____.
5.	ênkê	ink	5.	_____ nk _____.
6.	tsela	road	6.	ts _____ l _____.
7.	phêha	cook	7.	ph _____ h _____.
8.	êmêla	wait for	8.	_____ m _____ l _____.
9.	kapele	quickly	9.	k _____ p _____ l _____.
10.	mme	and	10.	mm _____.
11.	kêrêkê	church	11.	k _____ r _____ k _____.
12.	betere	better	12.	b _____ t _____ r _____.
13.	terene	train	13.	t _____ r _____ n _____.
14.	chêlêtê	money	14.	ch _____ l _____ t _____.
15.	lebênkêlê	store	15.	l _____ b _____ nk _____ l _____.
16.	lebese	milk	16.	l _____ b _____ s _____.
17.	efêla	indeed	17.	_____ f _____ l _____.
18.	ke-rêkê	may I buy	18.	k _____ -r _____ k _____.
19.	aterêsê	address	19.	_____ t _____ r _____ s _____.
20.	sepetlele	hospital	20.	s _____ p _____ tl _____ l _____.

fold here

Test

Written Test: Discrimination of o//ô

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	roka	sew	1.	r _____ k _____.
2.	kopa	ask	2.	k _____ p _____.
3.	rôka	praise	3.	r _____ k _____.
4.	bôpa	sulk	4.	b _____ p _____.
5.	boea	come	5.	b _____ e _____.
6.	bôea	hair	6.	b _____ e _____.
7.	noka	river	7.	n _____ k _____.
8.	Fora	France	8.	F _____ r _____.
9.	thôkô	praise-poem	9.	th _____ k _____.
10.	motho	person	10.	m _____ th _____.
11.	haholo	very	11.	h _____ h _____ l _____.
12.	mosotho	mosotho	12.	m _____ s _____ th _____.
13.	khôtsô	peace	13.	kh _____ ts _____.
14	sebôkô	cry (n)	14.	s _____ b _____ k _____.
15.	kobô	blanket	15.	k _____ b _____.
16.	tšomô	folktale	16.	ts _____ m _____.
17.	potsô	question	17.	p _____ ts _____.
18.	letsôhô	arm (n)	18.	l _____ ts _____ h _____.
19.	pôkôthô	pocket	19.	p _____ k _____ th _____.
20.	bôtôrô	butter	20.	b _____ t _____ r _____.

SESOTHO-ENGLISH

Vocabulary

A

a- (poss, cl 3/6 pl)	of
a- (SC/OC, cl 3/6 pl)	they, them
aa (1st posit, cl 3/6 pl)	these
aa (rel, cl 3/6 pl)	who, which
^{h}abô (see also ha-habô)	at his/her father's home
^{h}abö lona	your (pl) father's home
ache!	an expression of dissatisfaction
^{Mo}Afrika, MaAfrika (cl 3 pl)	African
aha (also haha), ahilë (stative)	1. build, construct 2. dwell
^{mo}ahi, baahi	inhabitant
akhêla, akhëtse	toss, throw (with care)
ak'u Ak'u nthusê.	please Please help me.
alima (also kalima), alimilë/alimmë	1. borrow 2. lend
alosa, alositsë (stative)	herd, look after, care for
a-ma- (AC, cl 3/6 pl)	
^{Le}Amërika, MaAmërika	American
amohêla, amohëtse	receive
ana (1st posit, cl 3/6 pl)	these
^{ngo}ana, bana	child, baby
^{ngo}anana, banana	girl
ane (3rd posit, cl 3/6 pl)	those yonder
^{ngo}an'ëso, bana b'ëso	my brother, my sister
ao (2nd posit, cl 3/6 pl)	those
ao! (also hao!)	Oh!
apara, apëre (stative)	dress, put on clothes
^{se}aparô	garment, item of clothing (excluding hat, shoes, gloves)
apolê, liapolê	apple
araba, arabilë	answer, reply
atamêla, atamëtse	approach, come near
aterêsê, liaterêsê	address
athe	1. whereas 2. while

aubuti, bö=aubuti	1. my elder brother 2. term of respect for any older man
ausi, bö=ausi	1. my elder sister 2. term of respect for any older woman

B

ba (poss, cl 1 pl)	of
(poss, cl 6 sg)	of
ba (SC/OC, cl 1 pl)	they, them
ba, bilë (see also na le-)	1. be 2. become
ba le-, bilë le-	have
O-tla ba-le chêlêtê.	He will have money.
baa (1st posit, cl 1 pl)	these
baa (rel, cl 1 pl)	who, which
ba-ba- (AC, cl 1 pl)	
baballa, babalëtse	1. take care of 2. preserve
baesekele, libaesekele	bicycle
^{se}baka	1. place, space 2. distance 3. time, chance, opportunity
^{le}baka	reason, cause
Ka-baka la'ng?	Why?
^{ma}baka (cl 3 pl)	affairs, matters
baki, libaki	jacket, coat
bala, balilë	1. read 2. count
^{me}bala (cl 2 pl; sg is mmala)	color, shade
^{le}bala	1. open place in front of a house 2. football field, tennis court 3. complexion
balêha, balëhilë	run away, flee, escape
balla, balëtse	read to/for
bana (1st posit, cl 1 pl)	these
bane (2nd posit, cl 1 pl)	those
banka, libanka	a bank
^{le}banta	belt
bao (2nd posit, cl 1 pl)	those
bapala, bapalilë	play

bapalla, bapalëtse	play for
bapisa, bapisitsë	1. compare 2. put side by side, bring near
bata (no perf)	cold (of objects, weather, but not people)
Hoa-bata.	It (the weather) is cold.
batla, batlilë	1. want, wish, desire 2. look for, search
-batsi (rel stem)	wide
$^{\text{bo}}$be (cl 6 sg)	evil, wickedness, badness
$^{\text{se}}$be	sin
-be (adj stem)	1. bad 2. ugly 3. wicked, evil, sinful
bêa, bëilë (also bêha)	1. put, place, lay down 2. bear (fruit), lay (an egg), produce
$^{\text{bo}}$bêbê (rel stem)	light (not heavy)
bëkë, libëkë, ⟨vëkë⟩	week
belaêla, belaëtse	1. suspect, be doubtful 2. be dissatisfied
-bëli (adj stem)	two
bela, belilë/betse	1. boil 2. ferment
$^{\text{ma}}$bêlê (3rd pl)	sorghum, kaffir corn
$^{\text{se}}$bele	reality
$^{\text{le}}$bênkêlê	store
bësa, bësitsë	1. kindle, make (a fire) 2. roast
bese, libese	bus
$^{\text{le}}$bese	milk
betere (rel stem)	better
bêthê, libêthê	bed
bina, binnë	sing
binêla	sing for
bitsa, bitsitsë	1. call 2. summon 3. pronounce
$^{\text{le}}$bitsô	name
bo- (SC/OC, cl 6 sg)	it
bö= (NP, cl 1a pl)	
bö=Thabô	Thabô and his companions
bobêbê (rel stem)	light (not heavy)
bôea (cl 6 sg)	1. wool 2. hair

^{le}boea	north
boêla, boëtse	return to
bôfa, böfilë (stative)	load, carry (on the back of an animal)
bôfolla, böfollotse	unload
boha, bohilë	1. behold, see 2. appreciate, admire
bohale (rel stem)	1. sharp (of instrument) 2. hot-tempered, irritable (of people) 3. vicious, fierce (of dogs) 4. lively (of bulls)
bohale (cl 6 sg)	cleverness
bohlale (rel stem)	wise, clear, intelligent
bohlale (cl 6 sg)	wisdom
bohloko (rel stem)	painful, sore, aching
bohloko (cl 6 sg)	pain
bohlôkoa (rel stem)	1. important 2. precious, valuable
bohlôkoa (cl 6 sg)	value, importance
^{se}boholi	announcer (radio)
boima (rel stem)	heavy
boima (cl 6 sg)	heaviness
bokae? (cl 6 sg) Ke̱-bokae? Ke̱-la-bokae?	how much (money)? cost? How much does it cost? What is the date?
^{le}bôkôsê	box
bôla, bölilë (stative)	rot
bolaea, bolailë	kill, murder
bolëkana, malëkana (cl 3 pl)	can
bolêla, bolëtse	1. tell, re-count 2. mean
bolêlla, bolëllëtse/ bolelëtse Mpolêllê.	tell (something to somebody) Tell me.
bôlô, libôlô	ball
boloka, bolokilë (stative)	1. keep, preserve, save 2. bury someone
böna, böne	see
bôna (indep pron, cl 1 pl)	they, them, themselves
böna (1st posit, cl 6 sg)	this
bônahala, bônahëtse	become visible, be apparent, see, appear

bônana, bônane	see one another
^{le}bônê	candle, lamp, lantern, (any electric) light
bonôlô (rel stem)	1. soft 2. easy
bonôlô (cl 6 sg)	ease, easiness; softness
böntša, böntšitsë	show
Mpöntšê.	Show me.
böntšisa, böntšisitsë	see very well
bö̠ö̠ (1st posit, cl 6 sg)	this
bö̠ö̧ (2nd posit, cl 6 sg)	that
böö (rel, cl 6 sg)	who, which
böömo	purpose
ka-böömo	on purpose
bôtlôlô, libôtlôlô	bottle
bôtôrô (cl 5 sg)	butter
botsa, botsitsë	ask, question, inquire
botsisisa, botsisisitsë	ask insistently
botsoa (rel stem)	1. lazy 2. blunt
botsoa (cl 6 sg)	laziness
^{mo}bu (cl 2 sg)	soil
bua, builë	talk, speak, discuss
buisana, buisane	converse, speak to each other
buka, libuka	book
bukana	pass book
bula, butse	open
^{Le}buru	a Boer, an Afrikaner
^{Se}buru	Afrikaans
busa, busitsë	rule, reign, govern
butlê	1. slowly, gently 2. wait
Butlê hannyane.	Wait a little.

C

cha, chelë (stative)	1. burn, be burnt 2. catch on fire
-cha (adj stem)	1. new 2. young 3. modern
^{se}chaba	tribe, nation

chaba, chabilë	rise (sun)
$^{\text{bo}}$chabêla	east
Chache	Anglican
chaka, chakilë	visit, pay a visit
chakêla, chakëtse	visit
chêê	no
chêlêtê, lichêlêtê	money
chenche (cl 5 sg)	change (money)
chesa, chesitsë	1. burn something 2. be hot
Hoa-chesa.	It is hot.
$^{\text{mo}}$chesô, mechesô mochesô oa-mmele	heat temperature temperature (a fever)
$^{\text{mo}}$chini, mechini	machine
chipi (rel stem)	cheap
-chitja (adj stem)	1. round, spherical 2. hornless
cho, cholö	say
chôkô	chalk

E

e- (SC/OC, cl 2 pl) (SC/OC, cl 5 sg)	they, them it
ea- (poss, cl 2 pl) (poss, cl 5 sg)	of of
ea, ilë	go
eaa- (rel, cl 1 sg)	who, which
eaba	and then
eaka	it was as if, it seemed that, it looked like
eane (3rd posit, cl 1/5 sg) (3rd posit, cl 2 pl)	that one yonder those yonder
eba (also eaba), ebilë	and then
ëë- (rel, cl 2 pl) (rel, cl 5 sg)	who, which who, which
ëë	yes
ë̲ë̲ (1st posit, cl 2 pl) (1st posit, cl 5 sg)	these this
ê-ê	no
eêna (indep pron, cl 1 sg)	he/she, him/her, himself/herself

efe? (cl 5 sg)	which? what?
efêla	indeed, truly
e-hlilë	indeed, in fact, truly
eitsë	when
eka (also eaka)	as if, it looks like, it seems that
ekaba	perhaps
ëkëtsa, ëkëlitsë	add (not arith), increase, extend
êla, ëlilë	be clear
ho-êla taba hlôkô	to pay attention
ëlëtsa, ëlëlitsë	advise
êma, ëme (stative)	1. stand up 2. stop 3. wait
letsatsi le-ëme	there is a drought
êmara, êmêrê (stative)	be pregnant
ë-me- (AC, cl 2 pl)	
êmêla, ëmëtsë	wait for
êmêrê, liêmêrê	bucket
ëmisa, ëmisitsë	1. cause to stand 2. raise 3. stop
ë-mo- (AC, cl 1 sg)	
empa	1. but 2. yet
ë-(n)- (AC, cl 5 sg)	
ëna (1st posit, cl 2 pl) (1st posit, cl 5 sg)	these this
eng? (also -ng?)	what?
ênkê, liênkê	ink
hë̱nọ̥	at/in your father's home
ënoa (1st posit, cl 1 sg)	this
haëno	1. at/in your home 2. at/in your parents' home
ênta, ëntilë	vaccinate, inoculate
ênvelôpô, liênvelôpô	envelope
eô	(be) present (used after the negative only)
hḁ-a̱-êo	he is absent
ë̥̱o̱ (1st posit, cl 1 sg)	this

ë̱ǫ (2nd posit, cl 1/5 sg)	that
(2nd posit, cl 2 pl)	those
Ke̱-ë̱ǫ!	There it is!
eö (contraction of eê ho-)	go
Ha̱-rę-eö ja.	Let's go eat.
eôna (indep pron)	
(cl 5 sg)	it, itself
(cl 2 pl)	they, them
ërëkisi, liërëkisi	pea, peas
esale	ever since
e-seng	not
E-seng nna, uêna.	Not me, but you.
$^{\text{h}}$ë̱sǫ	at/in my father's home/family's place
$^{\text{ha}}$ëso	1. at/in my home 2. at/in my parents' home
ë=sö	not yet
êta, ëtilë	travel, visit
$^{\text{se}}$êta	shoe
$^{\text{mo}}$ëti, baëti	traveler
ëtsa, ëntsë	1. do 2. make, create
ëtsahala, ëtsahëtse	happen, occur
ëtsëtsa, ëtsëlitsë	do, make (for somebody)

F

fa, filë	give
$^{\text{se}}$faha	bead
fapana, fapane (stative)	1. cross, pass one another on the way 2. differ, become different 3. disagree, quarrel
faqane, lifaqane	1. wars of devastation (esp. in the 19th century) 2. times of extreme famine 3. a fight
fariki, lifariki	pig
fasa, fasitsë	tie, bind
fasolla, fasollotse	untie
$^{\text{se}}$fatê	tree
$^{\text{le}}$fatše, mafatše	1. world, the earth 2. continent, country
fatše (loc)	1. on the ground 2. down

-fe? (enum stem)	which one? what?
Lijô tsa-mofuta ofe?	What kind of food?
fëbëru (cl 5 sg)	fever
fêêla	1. only, merely 2. without reason
^{se}fefô	strong wind, storm
fêla, fëlilë (stative)	1. come to an end, become finished 2. perish, die
fêpa, fëpilë (pass fêpjoa)	feed
ferekô, liferekô	fork
fêstêrê, lifêstêrê, ⟨fênstêrê⟩	window
feta, fetilë	1. go by, pass, pass near 2. exceed, surpass
Kẹ-moholo ho-u-feta.	3. used to make comparison: I am bigger than you.
bëkë ëë-fetilëng	last week
ho-feta mö̲ǫ̈	besides, moreover
fiêla, fiëtse	sweep
^{le}fiêlô	broom
^{le}fifi	darkness
fihla, fihlilë	arrive at, reach (a place)
fofa, fofilë	fly
^{se}fofane	airplane
foka, fokilë	blow
fôkôla, fökötse (stative)	1. be weak 2. be thin
fôla, fölilë	1. become cool (of things) 2. recover (from an illness)
fonane	good-night
^{Le}fora	Frenchman
^{Se}fora	French language
fösa, fösitsë	1. miss (a target) 2. make a mistake, err
fösitsë (stative)	3. be wrong
fôtô, lifôtô	photograph
^{mo}fu, bafu	dead person, the deceased
^{le}fu	death
^{se}fuba	1. chest 2. bad cold
-fubëlu (adj stem)	red

^{mo}fufutsô (cl 2 sg)	sweat
fufulêloa	perspire
fula, futse	graze
fumana	1. find, discover 2. receive (as payment) 3. give birth to (of people)
furu	hay
^{mo}futa, mefuta	kind, variety, type, sort
mefuta=futa	many kinds
-a mofuta ofe?	What kind? Which?
futhumala, futhumëtse (stative)	become warm/hot
futubôlô, lifutubôlô	football

H

ha-	=negative
Hą-ke-tsebe.	I don't know.
ha-	when, if
ha ba-tsamaea	when they go
ha-	at the place of, at the house of
ha-Mosala	at Mosala's (store)
ha- (past of ho-)	it
Ha-ëtsoa. (cf Ho-ëtsoa.)	It was done. (It is done.)
ha- (hortative)	let
Ha-rę-eê.	Let's go (the two of us).
Ha-ę-tsoê.	(to your dog) Get out! (lit. let it go out)
$^{ha-}$habô	1. at/in his/her home 2. at/in my parents' home
^{le}haë (also haë)	home
Kę-ea haë.	I'm going home.
-hae (poss pron)	his, her
haeba	if
haëno	1. in/at your home 2. at/in your parent's home
haëso	1. at/in my home 2. at/in my parent's home
haha (also aha), ahilë	1. build, construct 2. dwell
ha-hao	your place
^{mo}hahô, mehahô	building
haholo	1. very much, greatly 2. old

ha-ka	my place
hakae?	how many times?
hakaakang	so much
hakaalë	so much
hakaalö	so much
^{bo}hale, mahale	1. sharpness (of an instrument) 2. anger, rage 3. bravery 4. fierceness, viciousness (of dogs) 5. liveliness (of bulls)
halefa, halefilë (stative)	become/get angry, cross, annoyed
^{bo}hali, mahali	1. bride price, lobola 2. marriage
hamonate (adv)	nicely
hamorao (adv)	afterwards
hamorê, lihamorê	hammer
hampe (adv)	badly
hana, hannë	1. refuse, decline 2. contradict, deny 3. not functioning or working as it should
Mollo oa-hana	The fire won't burn.
Kölöi ea-hana.	The car won't go.
hane (3rd posit, cl 7)	that (yonder), there (yonder), over there
hang (adv)	once, at once
hangata (adv)	often, many times
hannyane	a little
hantlê (adv)	well
hanyenyane (adv)	a little
-hao (poss pron)	your
hao! (also ao!)	expression of surprise
hapê (adv)	again, also in addition
^{le}hapu	watermelon
hare (loc)	in the middle (of), within
ka-hare	inside
ka-hare ho-	inside of
hare ho-	in the middle of
hara ⟨har'a⟩	among, in the middle of
mahareng a-	during
(mahareng a-sekölö)	(during school)

^{mo}hatsa, bahatsa	spouse, husband, wife
hatšêla, hatšëtse (stative)	feel the cold, be cold
Ke-hatšëtse.	I'm cold.
Ho-hatšëtse.	It (the weather) is cold.
haufi (loc)	1. nearby 2. soon
haufi le-	near
(haufi le-sekölö)	(near the school)
haufinyane	1. near 2. soon
^{le}he	egg
hê, hêê	then, therefore
Kȩ-tla tsamaea hêê.	I'll go then.
Mphê bohôbê hê.	Give me bread then.
hëla!	hello, hey there!
hêma, hëmmë (stative)	get out of breath, puff, pant
hêmpê, lihêmpê	shirt
hëno	at/in your father's home
hëso	at/in my father's home
hl- (Some words may begin with either hl- or tlh-. Look also under tlh- for words not found here.)	
hlaba, hlabilë (pass hlajoa)	1. stab, pierce, sting, prick 2. kill (an animal) 3. slaughter
$^{(le)}$hlabula	summer
hlaha, hlahilë	1. appear, happen 2. be born 3. comes from (one's home town)
hlahisa, hlahisitsë	1. show, cause to appear, produce, bring about 2. suggest
hlakola	erase
^{bo}hlale, mahlale	1. wisdom, intelligence 2. knowledge 3. ability 4. cleverness
hlalefa, hlalefilë	get wise
hlalosa, hlalositsë	explain, recount, describe
^{mo}hlankana, bahlankana	boy, young man
mohlankana oa-Linêô	Dineo's boy friend
-hlano (adj stem)	five
^{bo}hlanya (cl 6 sg)	madness
hlaola	weed

hlapa	wash
^{mo}hlape, mehlape	herd, flock
hlatsoa, hlatsoitsë	wash
-hlê	please, if you please
Thusa bana-hlê.	Please help the children.
^{le}hloa	snow
hlobola, hlobotse	undress
hloêka, hloëkilë	become clean, pure
hloëkisa	make clean
^{le}hlôhônôlô	1. luck, good fortune 2. prosperity
^{bo}hloko, mahloko	1. pain, ache 2. disease 3. grief, sadness
Kȩ-u-utloêla bohloko.	I am sorry for you.
^{bo}hlôkoa (cl 6 sg)	value
hlokofatsa	torment
hlôkômêla, hlökömëtse	1. be careful, beware (of) 2. take care of, look after
^{mo}hlôlô, mehlôlô	wonder, miracle, something extraordinary
hlôôhô, lihlôôhô, ⟨hloho⟩	1. head 2. beginning
hlôpha	arrange
hlöpholla	undo, disarrange
ho- (SC/OC, cl 7)	1. it 2. to
Ho-lokilë.	It's all right.
O-rata ho-bua.	He likes to talk.
ho-	to, from, by
Kȩ-ea ho-morêna.	I'm going to the chief.
hobane	because
hobane'ng?	why?
^{bo}hôbê, mahôbê	bread
$^{(le)}$hoetla	autumn
höhlë	everywhere
hö-ho- (AC, cl 7)	
höja, höjane	if, if only
hokae?	where?
holê	far, far away
holê le-	far from
holê-holê	very far

^{se}hôlê	idiot
holima	on, on top of
holimo	up, above, on, on top of
holimo ho-ntlo	high up on the house
ka-holimo ho-ntlo	on top of the house
^{le}holimo	sky, heaven
-holo (adj stem)	1. big, large, great 2. important 3. old
^{mo}holo, baholo	elder, parent
^{bo}holo (cl 6 sg)	1. size, amount 2. length 3. majority
^{ha}holo	very much
^{mo}holoane, baholoane	elder brother (of a man) elder sister (of a woman)
^{mo}homa, mehoma	hoe, plough
höna (1st posit, cl 7)	this
hôna (indep pron, cl 7)	it, itself
hôna joalë	right now
hôna möna	right here
höö	(so much) so that
O-thabilë höö a-sa-tsebeng.	He's so happy that he doesn't know (how to act).
höö (rel, cl 7)	which
ho̱ö̱ (1st posit, cl 7)	this
Ke̱'ng ho̱ö̱?	What is this?
ho̱ö (2nd posit, cl 7)	there, that
hopola, hopotse	think of, remember
hôra, lihôra	hour
hore	that
hôrôta	cinch
hörötolla	uncinch
hosasa	tomorrow
esale hosasa	in the morning
(Sekôlô se-kêna esale hosasa.)	(School begins in the morning.)
hosane hosëng	tomorrow morning
hosasane	tomorrow
hosëng	in the morning
hötëlë	hotel
hukung	corner

I

^{le}ifô	fireplace, hearth
^{le}ihlô, mahlô	eye
ikhantša	be impudent
-ilë (dv)	= past tense
il'ö	going to
O-il'ö rêka lijô.	He's going to buy food.
^{bo}ima (cl 6 sg)	weight, heaviness
inama	stoop, bend over
^{le}inô, mëno	tooth
isa, isitsë	take to, cause to go
ho-isa	until
isao	next year
^{mo}ithaopi, baithaopi	volunteer
ithuta, ithutilë (reflex of ruta, teach)	learn, study
itlhatsoa	wash (yourself)
itsë (perf of re, say)	
itšêha	cut yourself with a knife

J

ja, jelë (pass jeoa)	eat
Ja bokae? (idiom)	How much do they cost?
(see jeoa for special uses of the passive)	
jala, jaililë/jëtse	plant, sow
^{se}jana	dish
jara, jëre (stative)	bear, carry (on the shoulders)
jarete, lijarete	garden
jase, lijase	coat
jase ea-pula	raincoat
jeoa (pass of ja)	1. be eaten 2. be sick
U-jeoa ke̱'ng?	What is the matter with you? What's eating you?
Kẹ-jeoa ke̱-hlôôhô.	I have a headache.
Jêrêmane (cl 5 sg)	Germany
jësi	sweater

^{li}jô (cl 4 pl)	food
^{se}jô (cl 4 sg)	a type of food
joala (cl 6 sg)	beer
joalë (adv)	now, at the moment
hôna-joalë	just now, right now
joalëka	like, as
joalö (adv)	like that, in that manner
joang?	how?
O-ëtsa joang?	What is he doing?
joang (cl 6 sg)	grass
^{le}joê	stone
^{li}jöng	place of eating; dining hall

K

ka-	in, by, at
-ka (verb auxilary)	can, be able
-ka (poss pron)	my
kae?	where?
kae le-kae	everywhere, anywhere
hokae?	where?
-kae? (adj stem)	how many, how much?
baithaopi ba-bakae?	how many volunteers?
Ke̱-bokae? (cl 6 sg)	How much does it cost?
Hakae?	How many times?
ka-höhlë	everywhere
kajëno	today
kalama (also palama), kalame (stative)	ride, board, mount
kalima (also alima)	1. borrow
kalimilë/kalimmë	2. lend
nkalima	lend me
kama, kammë	comb
kamehla	1. daily, every day 2. always
kamöö	as
kamöö u-bônang ka-tëng	as you see
ka-möo	in here
kamorao	afterwards, later on, in back
ka-morao ho-	after, behind
kamorê, likamorê	room
ka-mosô	day after tomorrow, soon

kannete ⟨ka'nete⟩	indeed, truly
ka-nngane ho-	beyond
kantlê	outside, out
ka-ntlê ho-	excepting, outside of
kaofêla	the whole (sg), all (pl)
kapa	or, or else, either
kapele	1. quickly, rapidly 2. soon
ka-pele ho-	in front of
karabô, likarabô	answer, reply
katëng	1. inside 2. that way
kathokô	aside, apart
ka-thokô ho-	on the side of
katiba, likatiba	hat
katlase	underneath, below
ka-tlase ho-	under
katse, likatse	cat
kausi, likausi	stocking
ke̲- (subject pronoun, 3rd pers sg)	it
K̲e̲'ng?	Why? What is it?
Ke̲-tëng.	All right.
kẹ-(SC, 1st per sg)	I
ke̲- (prefixed to agent of a passive verb)	by
O-bönoe ke̲-Thabô.	He was seen by Thabô.
këlëtsö, likëlëtsö	advice
kënya, këntsë	put in, introduce
-kêna, kêne	enter, come in, go in
kêna sekölö	attend school
kêna Masëru	arrive at Maseru
ke̲'ng?	why? what is it?
kêrêkê, likêrêkê	church
$^{\text{mo}}$kete, mekete	feast, festival, celebration, ceremony
kha, khilë	draw (water)
khaba, likhaba	spoon
k'habothe, lik'habothe	cupboard
khafa, likhafa	tax, hut-tax
khahlisa, khahlisitsë	please (someone)

khaitsëli, likhaitsëli	brother (of a woman), sister (of a man), my brother
^{le}khala	aloe
khalase, likhalase	glass
khalê (adv)	long ago
khanna, khannilë	drive, lead (vehicle, animals)
^{mo}khanni, bakhanni	driver
k'hapho, lik'hapho	cup
khathala, khathëtse (stative)	become/get/be tired
khathatsa, khathalitsë	tire, bother, bore, trouble
khatholla, khatholotse	refresh
Khautëng (cl 5)	Johannesburg (lit. place of gold)
k'hëfi, lik'hëfi	cafe
khëlë!	= interj. of astonishment
khêtha, khëthilë	select, choose, pick
^{ma}khêthê (cl 3 pl)	order, neatness, tidiness
khëtholla	leave out
^{n}khô	water pot
khoêlê	string, twine
khoëli, likhoëli	1. moon 2. month
khoho, likhoho	hen, chicken
khoholêhô ea-mobu	soil-erosion
khôloa, khötsoe	think, believe
khömo, likhömo	cow, ox
khora, khotše (stative)	1. be full, have eaten enough (food) 2. become rich, wealthy
^{le}khotla	1. court 2. place where men sit 3. council
khôtsô (cl 5 sg)	1. peace, security 2. Hello!
ka-khôtsô	in peace, peacefully
khôtsô (rel stem)	contented, satisfied
khôtsôfatsa, khôtsôfalitsë	satisfy
^{Le}khooa	white person, European
^{Se}khooa	English language
khutla, khutlilë	come back, return

khutlêla, khutlëtse	return to
khutsa, khutsitsë	become/be quiet, silent, stop talking
-khutšoanyane (adj stem)	short, little
kichene, likichene	kitchen
^{n}kô, linkô	nose
koae, likoae	tobacco
koahêla, koahëtse	cover
koaholla, koahollotse	uncover
koala, koëtse	shut
koano (adv)	here
kôba köbilë	bend
köbolla köbollotse	straighten
kobô, likobô	blanket
koëna, likoëna	1. crocodile 2. = name of the clan from which chiefs are chosen
köfi, liköfi	coffee
^{le}kôkô	skin
kö-kö	knock - knock
^{se}kölö, likölö	school
kôlôba, kölöbilë	get wet
kölöi, likölöi	1. wagon, cart 2. car, truck, vehicle
kopa, kopilë (pass kopjoa)	ask for, request, beg
kôpana	meet
köpi, liköpi	cup
kôpanya, kôpantsë	1. add (arith.) 2. mix
koranta, likoranta	newspaper
korêka, korëkilë	correct
körö, likörö	wheat
^{ma}kôtê	clods, lumps or chunks of earth
^{mo}köti	hole
^{li}kôtô (cl 5 pl)	threshing sticks; clubs
^{mo}kötla	bag,
^{mo}kötlana	small bag, purse
^{se}kôtlôlô	dish
kötsi, likötsi	1. accident 2. danger, harm
ho-tsoa kötsi	to have an accident

kötsi (rel stem)	dangerous
kötula	reap
kötulô (cl 5)	harvest
^{n}ku, linku	sheep
kula, kutse	be sick, ill, ail
kuta, kutilë	cut (with scissors), shear

L

la- (poss, cl 3 sg)	of
la- (SP, past tense, 2nd pers pl)	you (pl)
Labobëli (cl 3)	Tuesday
Labohlano (cl 3)	Friday
Labonê (cl 3)	Thursday
Laboraro (cl 3)	Wednesday
lahla, lahlilë	lose, throw away, give up
lahlêha, lahlëhilë (stative)	get lost, go astray, be misled
lakatsa, lakalitsë	desire, wish
lala, lëtse	1. sleep, spend the night 2. lie fallow (of fields)
Serame se-lëtse. (stative)	There is frost.
lala, lëtse (dv)	spend the night doing (something)
Kȩ-lëtse ke-bina.	I spent the night singing.
^{mo}lamu melamu	stick
lamunu, lilamunu (also lamuni)	orange, lemon
lane (3rd posit, cl 3 sg)	that yonder
^{mo}laô, melaô	law, regulation, ruling
lapa, lapilë (stative)	become hungry
Kȩ-lapilë	I am hungry.
^{le}lapa	family, home, household
lapëng	at home
lata, latilë	fetch, go for
^{mo}lato	debt, fault, guilt
Molato ke̲'ng?	What is the matter?
latsoa, latsoitsë	taste/try/sample (food/drink)
^{bo}lause, libolause	blouse
le-	with, and, also, together with
le- (SC/OC, 2nd pers pl)	you (pl)

le- (SC/OC, cl 3 sg)	it
le	to be
leba, lebilë	go towards, head for
lebala	playground
lebala, lebëtse (stative)	forget
lebêlla	1. expect 2. watch
lëboha, lëbohilë	thank, be thankful/grateful
Kȩa-lëboha.	Thank you.
ho-lëboha thusô	to thank for help
ho-lëboha motho	to thank a person
lȩ̈ë̲ (1st posit, cl 3 sg)	this
lëë (rel, cl 3 sg)	who, which
lefa, lefilë (pass lefshoa)	pay
lefe? (cl 3 sg)	which?
lefifi (rel stem)	dark
Ho-lefifi.	It is dark.
leha (conj)	though, although
leha ho-le-joalö	however
^{se}lëi	sledge
leka, lekilë	try, attempt, tempt
lekana, lekane	be equal
lekane (stative)	be sufficient/enough
^{bo}lëkana, malëkana	a tin food container
lë-le- (AP, cl 3 sg)	
lêlêfala, lëlëfëtse (stative)	become long/tall
-lëlëlë (adj stem)	1. long 2. tall, high
^{bo}lëlëlë (cl 6 sg)	1. length 2. height
lema, lemmë/lemilë (pass lengoa)	1. plough 2. plant, grow
^{le}leme	1. tongue 2. language
^{mo}lemi, balemi	farmer
^{se}lemô	1. spring 2. year
lëna (1st posit, cl 3 sg)	this
lë̲ǫ (2nd posit, cl 3 sg)	that

^{se}lêpê	ax
Lesëlinyana la-Lesotho	"The Little Light of Lesotho" (a church newspaper published by the Lesotho Evangelical Church--formerly the P.E.M.S.--since 1864)
leshomê (rel stem)	ten
lethô	nothing, anything (after a neg)
Hą-ke-ëtse lethô.	I'm not doing anything.
letsa, letsitsë	1. play (a musical instrument) 2. ring (a bell)
li- (SC/OC, cl 4/5 pl)	they, them
li- (For plural nouns of classes 4 and 5 which have the prefix li- look under the first letter of the stem.)	
^{ma}li (cl 3 pl)	blood
^{se}liba	spring, fountain, well
liêha, liëhilë (stative)	be late, delayed
liëhisa	cause to delay
life (cl 4/5 pl)	which?
lijô (cl 4 pl)	food
lijô tsa-mantsiboea	supper
lila, litse	smear, plaster
liliëtsa, liliëlitsë	shriek (by women during fights, feasts and songs as an expression of joy or applause)
^{mo}limo, melimo	god
^{ba}limo (cl 1 pl)	ancestors
^{le}limo	cannibal
^{ho}limo (loc)	up, above, on, on top of
holimo ho-ntlo	high up on the house
holim'a ntlo	on top of the house
ka-holimo ho-ntlo	on top of the house
lisa, lisitsë (stative) (cf alosa)	herd, look after
^{mo}lisa, balisa	herdboy, shepherd
^{mo}lisana, balisana	herdboy, shepherd
litšila (rel stem)	dirty, filthy
lla, llilë	1. weep, cry 2. complain 3. ring (bell), strike (clock) 4. neigh (horse), mew (cat)
llêla, llëtse	cry for
^{mo}llô, mellô	1. fire 2. matches

^{le}loala	millstone
Loëtsë (cl 5 sg)	September
löhlë	whole
loka, lokilë (stative)	be/become fitting, right, correct, suitable
Ho-lokilë.	Okay/all right/fine.
Ha̧-hoa-loka.	It is not all right.
lokisa	prepare, repair
loma, lommë (pass longoa)	1. bite, sting 2. slander, backbite
ho-loma motho tsêbê	to warn, to tell a secret (to someone)
^{mo}lömo, melömo	mouth, lip
^{se}lömo, lilömo	precipice, cliff
lona (indep pron, 2nd pers pl)	you (pl), yourselves (pl)
lôna (indep pron, cl 3 sg)	it, itself
lôra, lörilë	dream, dream of
lula, lutse (stative)	take a seat, be seated/sitting
U-lula kae?	Where are you staying (living)?
O-lula hae.	He is out of work. (lit. He's staying at home.)
lumêla, lumëtse	1. agree 2. believe
Lumêla!	Hello!
lumëlisa, lumëlisitsë	greet

M

m- (For nouns of class 5 which have the prefix m- look under the first letter of the stem.)

m- (OC, 1st pers sg)	me
Oa-mpitsa.	He's calling me.
ma- (NP, cl 3/6 pl)	
mabêlê (cl 3 pl)	kaffir corn, sorghum
^{m}maene, limmaene ⟨'maene⟩	mine
mafura (cl 3 pl)	fat, oil
mahareng	in the middle of, among
makala, makëtse (stative)	be/become surprised, amazed, astonished; wonder
makhêthê (cl 3 pl)	tidiness, neatness, cleanliness
mala (cl 3 pl)	bowels
ho-jeoa ke-mala	to have a stomach ache

^{m}mala, mebala ⟨'mala⟩	color, shade
mali (cl 3 pl)	blood
malomê, bö=malomê	uncle
maloti (cl 3 pl)	chain of mountains
Maloti	the mountainous area of Lesotho
mamêla, mamëtse (stative)	1. listen (to), pay attention (to) 2. examine (with a stethoscope)
mane (3rd posit, loc)	there yonder, over there
mang? bö=mang?	who? whom?
mang le-mang	everyone, everybody
mang kapa mang	anyone, anybody
buka ea-mang?	whose book?
^{M}mantaha (cl 5 sg) ⟨'Mantaha⟩	Monday
mantsiboea (cl 3 pl)	afternoon, early evening, in the afternoon
maoba	the day before yesterday
maobane	yesterday
^{m}maraka, limmaraka ⟨'maraka⟩	market
mariha (cl 3 pl)	winter
masepa (cl 3 pl)	excrement
mashala (cl 3 pl)	coal
mathê (cl 3 pl)	saliva
matha, mathilë	1. run 2. have diarrhea
^{le}mati, mamati	door (not the doorway [monyakô])
matla (rel stem)	strong, powerful
(cl 3 pl)	strength
ka-matla	strongly, hard
me- (NP, cl 2 pl)	
^{m}mê, bö=mmê ⟨'me⟩	my mother
mela, metse	grow
^{m}mele (cl 2 sg) ⟨'mele⟩	body
mena, mennë	fold
mëno (cl 3 pl)	teeth
leinô (cl 3 sg)	tooth
^{M}mësa ⟨'Mesa⟩	April
mesô (cl 2 pl)	dawn, early morning
ka-mesô	at dawn, in the early morning
mëtsi (cl 3 pl)	water
ho-ntša mëtsi	urinate
mëtsi aa batang	cold water
mëtsi aa futhumëtseng	warm water
mëtsi aa chesang	hot water
mëtsi (adj)	wet

^{m}metsô ⟨'metsô⟩	throat
ho-jeoa k̲e̲-mmetsô	to have a sore throat
^{m}mila ⟨'mila⟩	road
Mm'a- ⟨'M'a-⟩	Mother-of
Mm'a-Thabô	Mother-of-Thabo (a name)
mme (conj)	and
mmôhô ⟨'moho⟩	together
mo- (OC, cl 1 sg)	him, her
môea, mêea	1. wind 2. spirit, soul
Moëlëtsi oa-Basotho	"The Advisor of the Basotho" (a church newspaper published by the Roman Catholic Church)
mohla, mehla	time, epoch
kamehla	always
mohlömong	perhaps
ka-mohlömong	at one time
molemô (rel stem)	kind, good
mollô	1. fire 2. match
möna (1st posit, loc)	here
monate (rel stem)	1. good to eat, sweet 2. nice
hamonate	nicely
mong, bang (enum)	1. one 2. another, somebody
motho ë-mong	a person, another person
möno (2nd posit, loc)	there
mö̲ö̲ (2nd posit, loc)	there
mǫ̈ö̲ (1st posit, loc)	here
Moqebêlô (cl 2 sg)	Saturday
morao	after, behind, at the back
hamorao	later on, afterwards
kamorao	in back, afterwards
ka-morao ho-	after, behind
mosa (rel stem)	kind
Ramosa	Father-of-Kindness (a name)
mosô (cl 2 sg)	
ka-mosô	another day, by and by
mesô (cl 2 pl)	dawn
motšeare (cl 2 sg)	1. noon, at noon 2. daytime
^{ha}mpe	badly

Mphalane	October
mphê (imperative of fa)	give me
^{m}musi, babusi ⟨'musi⟩	governor, ruler
^{m}musô, mebusô ⟨'musô⟩	government, rule

N

n- (For nouns of class 5 which have the prefix n- look under the first letter of the stem.)	
n- (OC, 1st pers sg) (see also under m-, n-, ny-, ng-)	me
Oa-nthusa.	He's helping me.
^{n}na (indep pron)	I
na, nelë	rain
Pula ea-na.	It is raining.
na	to be
Hą-ke-na ho-bua.	I will not speak.
na	have
Kę-na le-buka.	I have a book.
-na	= indicates surprise
naa (qn word at the beginning or end of yes/no sentences)	
naha, linaha	1. country 2. land, veld
nakô, linakô	1. time, moment, duration 2. chance
ka-nakô	on time
nala (cl 5 sg)	abundance, plenty
nama, linama	1. meat 2. flesh
nama ea-khömo	beef
namane, manamane (cl 3 pl)	calf
naoa, linaoa	bean
^{mo}nate (rel stem)	1. good to eat, sweet 2. nice
monate, menate	nice taste, sweetness, niceness
ncha (adj stem)	1. new 2. fresh 3. young
-ne (d v)	= past continuous
Ba-ne ba-ja.	They were eating.
^{n}-nê (adj stem)	four
buka tsë-nnê ⟨'ne⟩	four books
nêa, nëilë	give to, hand

nëhëlëtsa, nëhëlëtsë	pass (something to someone)
neng?	when?
neng kapa neng	anytime
nêpa, nëpilë (stative)	1. get right, answer right, be correct 2. hit (by throwing or shooting)
nêsê, linêsê	nurse
^{bo}nêsê (cl 6 sg)	nursing
^{n}nete, linnete ⟨'nete⟩	truth
kannete	truly, indeed
-nnete (adj)	true, certain, real
-ng? (from eng?)	what?
^{n}nǵa ⟨'nǵa⟩	side, direction
ka-nnǵa tsöhlë	on all sides, around
ka-nnǵa ea-	towards, in the direction of
ka-nnǵa ho-	on the side of, towards
ka-nnǵane	on the far side
ngaka, lingaka	1. doctor 2. medicine man
-ngata (adj stem)	many, much, numerous
ngoana, bana	child, baby
ngoan'ëso, bana b'ëso	my brother/sister
ngoan'ëno, bana bëno	your brother/sister
ngoan'abô, bana babô	his/her brother/sister
ngoanana, banana	girl
^{n}ngoe ⟨'ngoe⟩	one, another
ë-nngoe le-ë-nngoe	each, every
ka-bonngoe	one by one
-ngoe (adj stem)	other, another, certain, some
-ngôla, ngötse	write
ngôlla, ngölëtse, ngöllëtse	write to
Kę-ngôlla mmê.	I'm writing to my mother.
^{le}ngôlô	letter, certificate
nka, nkilë (stative)	take, receive, accept, take away, steal, seize, catch hold
o-nkilë	he is engaged
o-nkiloë	she is engaged
nka (from -ka)	I can
nkhô, linkhô	water pot
nkhonō, bö=nkhono	grandmother
nkô, linkô	nose
nna (indep pron, 1st pers sg)	I, me, myself
^{mo}nna, banna	1. man 2. husband

nnê	four
nnë ⟨'në⟩(d v)	= occasional
Kȩ-nnë kȩ-noê teë.	I occasionally drink tea.
noa, noelë	drink
^{mo}noana, menoana	finger
noka, linoka	river
nokana	stream
noka, nokilë	season, salt, sweeten
^{bo}nôlô (rel stem)	soft, easy, tender
bonôlô (cl 6 sg)	softness, ease, tenderness
nôna, nönnë (stative)	become fat, be fat
nönyana, linönyana	bird
nôtlêla, nötlëtse	lock
^{se}nôtlôlô	key
ntatë, bö=ntatë	my/our father
ntatë=moholo	my grandfather
ntja, lintja	dog
^{n}tlha, lintlha	point, corner
ntša, ntšitsë	take out
ntša liphôsô	correct
ntša mëtsi	urinate
ntsë (d v)	= continuity of an action
Kȩ-ntsë ke̲-sëbëtsa.	I continue to work.
ntsintsi, lintsintsi	fly
ntšo	black
^{le}ntsoe	voice, word
^{mo}nyakô, menyakô	doorway, gateway
nyala, nyëtse (stative)	marry (of a man)
nyaloa, nyëtsoe (stative)	marry (of a woman), be taken in marriage
-nyenyane (adj stem)	1. small, little, tiny 2. young
hanyenyane (adv)	a little
^{Le}nyesemane	Englishman
^{Se}nyesemane	English language and culture
^{n}nyëo, bö-nnyëo	so-and-so, what's-his-name
^{le}nyôra	thirst
nyôroa, nyöriloë, nyöruoë (stative)	be/become thirsty

O

o- (SC, cl 1 sg) (SC/OC, cl 2 sg)	he, she it
oa- (poss, cl 1/2 sg)	of
oa, oelë	fall, fall down
oache, lioache	watch
oane (3rd posit, cl 2 sg)	that yonder
ofe?	which?
Lijô tsa mofuta ofe?	Which kind of food?
öfisi, liöfisi	office
ôka, ökilë	nurse
^{mo}okamëli, liokamëli	leader, director
-öhlë (qualificative)	1. whole (sg) 2. all (pl)
ölosa, ölositsë	winnow
ôma, ömnë	dry
ômana, ômane	scold, grumble
ö-mo- (AC, cl 2 sg)	
öna (1st posit, cl 2 sg)	this
ônnôrôkô	petticoat
öö (1st posit, cl 2 sg)	this
öö (2nd posit, cl 2 sg)	that
öö (RC, cl 2 sg)	who, which
öö!	oh!
ôôna (indep pron) (cl 2 sg) (cl 3 pl) 〈'ona〉 (cl 6 pl) 〈'ona〉	 it, itself they, them, themselves they, them, themselves
ôta, ötilë (stative)	be thin
ôtla, ötlilë	strike, beat

ôtlana, ôtlane	strike one another
^{se}ôtlô	threshing floor
^{le}oto	1. foot 2. leg
ka-maoto	on foot

P

^{m}pa, limpa	stomach, belly
^{li}pakëng tsa-	between
palama, palame (stative)	mount, board, ride
palamisa, palamisitsë	cause to ride
palesa, lipalesa	flower
palô, lipalô	arithmetic
pampiri, lipampiri	paper
pana, pannë	hitch
panolla, panollotse	unhitch
papa	solid, porridge
papali, lipapali	game sport
parafine (cl 5 sg)	kerosene
pasa, pasitsë	pass
pata, patilë	hide
patsi, lipatsi	firewood
pëipi, lipëipi	pipe
pela	near
pele	in front, before, ahead
motho oa-pele	first man
pele ho-	before

pëli	two
pênê	pen
pêntsêlê, lipêntsêlê	pencil
pëpa, pëpilë (stative)	carry (a baby on the back)
pepere	pepper
pêrê, lipêrê	horse
përëkisi, lipërëkisi	peach
^{se}petlele, lipetlele	hospital
phahama, phahame (stative)	go high, be high
^{li}phahlô (cl 5 pl)	clothes
phakisa, phakisitsë	hurry, hasten, make haste
phêha, phëhilë	cook, bake
phêhêla, phëhëtse	cook for
^{mo}phëhi	a cook
phela, phetse	1. live, be alive 2. be healthy
^{bo}phelô (cl 6 sg)	life,health
pheta, phetilë	1. do something for the second time, repeat 2. recite, narrate
phêtha, phêthilë	finish, accomplish, complete, fulfill, perfect
phêthêha, phëthëhilë	be done completely, be perfectly finished
phirimana (cl 5 sg)	evening
ka-phirimana	in the evening

^{bo}phirimêla (cl 6 pl)	west
^{m}phô, limphô	gift, present
phofo (cl 5 sg)	flour
pholo, lipholo	oxen
phomola, phomotse (stative)	rest, go to rest, take a rest
phôôfôlô, liphôôfôlô	animal, beast, wild animal
phôsô, liphôsô ka-phôsô	mistake, error by mistake
phuthêhô, liphuthêhô	meeting
pitla, pitlilë	crush
pitsa, lipitsa	pot
pitsana, lipitsana	little pot
pitsô, lipitsô	meeting, assembly, gathering called by a chief
pôkôthô, lipôkôthô	pocket
pola, potse	thresh
polêlô, lipolêlô	saying, speech, sentence
^{le}pölesa, mapolësa	policeman
^{bo}pölesa	the work of a policeman
poli, lipoli	goat
pömpöng, lipömpöng	candy
pööne, lipööne	corn, maize, mealies
pôsa, pösitsë	mail
pôsô, lipôsô	post office
pôta, pötilë	go around
potsô, lipotsô	question, query, demand
pula, lipula	rain

puô, lipuô	1. speech 2. language
putsa, putsitsë	reward
putsoa	grey

Q

qala, qalilë	1. start, begin, commence 2. provoke
qêta, qëtilë	finish, end, complete
qhanêha, qhanëhilë	saddle
qhanolla, qhanolotse (reversive)	unsaddle
^{le}qhëku, maqhëku	old man
qôqa, qöqilë	chat, chatter, converse, discuss
^{mo}qôqô, meqôqô	chat, conversation

R

^{mo}ra, bara	son
raha, rahilë	kick
rakhali, bö=rakhali	my father's sister or her husband, my paternal aunt
^{le}rakô, marakô	wall
^{mo}rali, barali	daughter
^{se}ramê	1. frost 2. cold weather
^{mo}rao	behind, back, after, afterwards
-raro	three
rata, ratilë	like, love, be fond of

^{le}rata, marata	noise
ratana	love one another
ratêha	lovable
^{le}ratô, maratô	love, affection
re- (SC/OC, 1st pers pl)	we, us
re, itsê (pass thoe) hḁ-ke̲-re	say, mean isn't it
rêha, rëhilë	name, give a name to
rëisi (cl 5 sg)	rice
rëisisi, lirëisisi	race
rêka, rëkilë	buy, purchase
rêkêla, rëkëtse	buy for
rëkisa, rëkisitsë	sell
^{mo}rêna, marêna (cl 3 pl) borêna	chief chieftainship
^{mo}riana, meriana	medicine
^{ma}riha (cl 3 pl)	winter
^{bo}rikhoë, marikhoë	pair of trousers
^{mo}riri, meriri	hair (on the head)
ritêla	brew beer
^{mo}roa	Bushman
^{bo}roa	south
roala, roëtse (stative)	1. wear (something on the head, hands, or feet) 2. carry (something on the head)
roalla, roalëtse	gather firewood

rôba, röbilë	break
rôbala, röbëtse (stative)	fall asleep, be asleep
rôbêha, röbëhilë (stative)	be broken, get broken
robëli	eight
robong	nine
$^{\text{mo}}$roëëtsana, baroëëtsana ⟨moroetsana⟩ morëëtsana oa-Phiri	girl, young lady Phiri's girl friend
$^{\text{mo}}$rôhô, merôhô	vegetable
rôka, rökilë	praise, recite the praises of
roka, rokilë	sew
$^{\text{bo}}$rôkhô, marôkhô	bridge
$^{\text{le}}$role, marole	dust
roma, romilë	send (a person)
romêla, romëlëtse, romêlla, romëlletse	send to, send for
rona (indep pron 1st pl)	we, our, ourselves
rôsekama	horsebrush
ropa, ropilë	tether
rota, rotilë (ntša mëtsi for adults, sesa for children)	pass water, urinate
$^{\text{se}}$roto	winnowing basket
$^{\text{mo}}$ru, meru	forest, wood
rua, ruilë (stative)	become rich, own, possess
$^{\text{mo}}$rui	rich person
$^{\text{mo}}$rui, barui	rich person
rulêla, rulëtse	roof
$^{\text{le}}$rumô	spear

^{le}ruô, maruô	wealth
ruri	truly, certainly
ruta, rutilë	teach, instruct, preach
^{mo}ruti, baruti	1. priest, minister 2. teacher
^{bo}ruti (cl 6 sg)	ministry
^{mo}rutuoa, barutuoa	scholar, student, pupil

S

sa (dv)	still, yet; anymore (after a negative)
Kę-sa phela.	I'm still living.
Hą-ke̲-sa tseba.	I don't know anymore.
sa	=negative (in a dependent clause)
Ke-fumane a-sa-sëbëtse.	I found that he is not working.
sa, selë	1. clear up (of weather), stop raining 2. end (of the night)
sa (poss, cl 4 sg)	of
^{le}saka	cattle kraal
sakerêtê, lisakerêtê	cigarette
sakha	a saw
sala, sëtse	remain, stay behind
sale, lisale	saddle
^{le}sale	earring
^{mo}sali, basali	woman, wife
sane (3rd posit, cl 4 sg)	that yonder
^{ho}sasa (adv)	tomorrow
^{ho}sasane (adv)	tomorrow
Sateretaha	Saturday
-se-	negative form of the impersonal pronoun
Hạ-se̲-nnete.	It is not true.
se-	negative particle
se-shëbe	don't look
se-kaa shêba	don't look

-së (dv)	already (=exclusive)
se- (SC/OC, cl 4 sg)	it
^{mo}se, mese	dress
^{le}sea, masea	baby, infant
seaparo	garment, clothes
sebele	true, indeed
sëbëlisa, sëbëlisitsë	use
sëbëtsa, sëbëlitsë	work
^{mo}sëbëtsi, mesëbëtsi	work, job
sëe (1st posit, cl 4 sg)	this
sëë (RP, cl 4 sg)	who, which
-sêhla (adj stem)	yellow
^{le}sêkana	bracelet
^{le}sela	linen, cloth, tablecloth
^{le}sëli	light
sëna (1st posit, cl 4 sg)	this
seng e-seng	not
sêntê, lisêntê	1. cent 2. scent
sëo (2nd posit, cl 4 sg)	that
^{se}sepa	soap
së-se- (AC, cl 4 sg)	
^{ma}shala (cl 3 pl)	coal
^{mo}shanyana, bashanyana	small boy

shapa, shapilë	hit, beat, strike, lash
shêba, shëbilë (stative)	look at, stare, gaze
shêbahala, shêbahëtse	look, appear
E-shêbahala e-le ntlê.	It looks beautiful.
shoa, shoelë (stative)	die, be dead
^{le}shomê	ten
^{le}siba, masiba (when detached), litsiba (when attached to the bird)	1. feather, pen 2. musical instrument
siea, siilë	1. leave; leave behind 2. outrun
sieô ho-ba-sieô	be absent, be lacking to be absent
sila, sitse	grind
sita, sitilë	1. be too heavy for 2. be difficult, impossible
sitoa, sitiloë (passive of sita, be too heavy for)	be unable, fail, be prevented
^{se}siu	type of large basket
^{bo}siu, masiu	night
s'ö Hạ-ke̲-e-s ö bue.	not yet I have not yet spoken.
soaba, soabilë (stative) Kẹ-soabilë.	become sad, be sorry I am sorry.
soasoa, soasoitsë	joke, kid
-soëu (adj stem)	white
sökisi, lisökisi	underwear
sôna (indep pron, cl 4 sg)	it, itself
Söntaha	Sunday
sôphô, lisôphô	soup
^{Mo}sotho, Basotho	Sotho person

^{Le}sotho	Lesotho
^{Se}sotho	Sotho language and culture
suna, sunnë sunana, sunane	kiss kiss one another
supa, supilë	1. point at 2. seven

T

taba, litaba	news
tafolê, litafolê	table
-tala (adj stem)	green
^{se}tala litala	stable
talima, talimilë,	look at
tanki	thank you
tantsa, tantsitsë	dance
tapolê, litapolê	potato
tata, tatilë (stative)	act in a hurry, be in a hurry
tau, litau	lion
teë, liteë	tea
têka, tëkilë	set (a table)
temô (cl 5 sg)	agriculture, farming
têmpa, tëmpilë	stamp
^{se}têmpê, litêmpê	stamp
tena, tennë (stative)	wear, put on (trousers, dress, petticoat, etc,)

^{se}tene, litene	bricks
tëng	1. present, here 2. there, at that place
ka-tëng	inside (there)
terata, literata	wire
terene, literene	train
thaba, thabilë (stative)	be/become happy, glad, rejoice
Thaba, lithaba	mountain
thabisa, thabisitsë	please, amuse, entertain
thabô	joy
thae, lithae	tie
thaka, lithaka	(age-grade) companion
thapa, thapilë	be tame
tharo	three
thata (rel stem)	hard, difficult
thata, thatilë	wind
thatolla	unwind
^{se}thêbê, lithêbê	mat
thêkô, lithêkô	price, cost
thëoha, thëohilë	come down from
thëola, thëotse	lower, reduce
thethana, lithethana	fringe-skirt worn by young Basotho girls
thiba, thabilë	stop, prevent
thipa, lithipa	knife
^{le}thô	something
^{mo}tho, batho	person, human being

mothoana	little person (derogatory)
^{n}thô, linthô	thing, object
nthoana	small thing
thoe (pass of re)	
ho-thoe	it is said
Ho-thoe'ng?	I beg your pardon?
thokô (cl 5 sg), mathokô (cl 3 sg)	
ka-thokô	at the side, beside
thôkô, lithôkô	praise-poem
thola, thotse (stative)	be quiet
thole	dust
lithole	rubbish, sweepings
thotha, thothilë	carry harvest home from the fields
thula, thutse	bump
thunya, thuntsë (stative)	1. shoot 2. blossom, bloom
sethunya	gun
thupa, lithupa	stick, rod
thusa, thusitsë	help, aid, assist
thusana, thusane	help one another
thutô, lithutô	lesson, study, education
tichêrê, litichêrê	teacher
^{bo}tichêrê (cl 6 sg)	teaching profession
tiea, tiilë (stative)	become firm
Ke-tiilë.	I am positive.
Hą-ke̱a-tiea.	I'm kidding.
tima, timmë	extinguish, put out (a fire, light)
tinare, litinare	midday meal, lunch, dinner

^{n}tja	dog
tjale, litjale	shawl
tjeka	turn
tjëna	like this, this way, thus
tla, tlilë	come
bëkë ëë tlang	next week
tla (verb auxiliary)	= future tense
^{ma}tla	strength, force
tlama, tlammë	tie
tlamolla, tlamollotse	untie
tlase, tlasa	down, below, under, beneath
tlatsa, tlatsitsë	fill
tlatsëtsa, tlatsëlitsë	fill for
-tlê (adj stem)	good, nice, pretty, beautiful, well-behaved
^{bo}tlê	beauty
tlelase, litlelase	class
tlelëke, litlelëki	saddle cloth
tlil'ö	have come to
tlisa, tlisitsë	bring (cause to come)
^{n}tlo, matlo (cl 3 pl)	house, hut, dwelling
ka-tlung	in the house
ntlo ea-boithusô	lavatory
^{ma}tloana	lavatory
tlöö	come
tlosa, tlositsë	take away, remove
tlung	in/to the house (see ntlo)
^{se}töfo	stove
^{mo}tôhô, metôhô	sour porridge

tôla, tötse	take a bath
toma, tommë	bridle
tomô, litomô	bridle
tomolla, tomollotse	unbridle
-tona (adj stem)	masculine, male
tönki, litönki	donkey
$^{\text{bô}}$tôrô (cl 5 sg)	butter
tôrôpô, litôrôpô	town, city
tsa- (poss, cl 4/5 pl)	of
tšaba, tšabilë (stative)	fear, be afraid of
tsamaea, tsamailë	go, walk, travel, go off, depart
tsamöö	go (do)
Tsamöö ja.	Go eat.
tsane (3rd posit, cl 4/5 pl)	those yonder
$^{\text{le}}$tsatsi, matsatsi	1. sun 2. day
$^{\text{mo}}$tse, metse	village, town, homestead
$^{\text{mo}}$tšeare (cl 2 sg)	1. noon, at noon, midday 2. daytime, during the day
tsë-(N)- (AC, cl 4/5 pl)	
tseba, tsebilë	know
tsebana, tsebane	know one another
tsêbê, litsêbê	ear
tsebisa, tsebisitsë	tell/cause to know
tsebisisa, tsebisisitsë	know very well
tsȩ̈ë (1st posit, cl 4/5 pl)	these
tsëë- (RC, cl 4/5 pl)	who, which
tšêha, tšëhilë	laugh, laugh at

tsela, litsela	road, path, way
tšêla, tšëtse (stative)	contain, pour into
tšelêla	six
tsëna (1st posit, cl 4/5 pl)	these
tsë̱ǫ (2nd posit, cl 4/5 pl)	those
tšêpa, tšëpilë	hope, trust, believe
tšepe, litšepe	1. iron, metal 2. bell
$^{\text{më}}$tsi (cl 3 pl)	water
tšilô	grinding stone
tšimo (cl 5 sg), masimô (cl 3 pl)	field, garden
-tšo	black
tsoa, tsoilë	come out, come from, go out
tsoafa, tsoafilë	be disinclined
$^{\text{le}}$tsoai	salt
tsoala, tsoëtse (stative)	1. deliver, give birth to (indelicate when applied to people) 2. have
Thabô o-tsoëtse bana ba-batlê.	Thabo has nice children.
$^{\text{mo}}$tsoala	cousin
$^{\text{mo}}$tsoali, metsoali	parent
$^{\text{mo}}$tsoallê, metsoallê	friend, companion
tšoanêla, tšoanëtse	ought to, have to, must
$^{\text{se}}$tšoantšô	picture
tšoara, tšoëre (stative)	seize, grasp, hold
Kę-tšoëroe ke̱-hlôôhô	I have a headache.
tšoarêla, tšoarëtse	pardon
tsoekere, litsoekere	sugar

tsoêlôpele (cl 5 sg)	civilization, progress
tsoha, tsohilë (stative)	wake up, get up, arise, be awake
tšoha, tšohilë (stative)	be frightened
^{le}tsôhô	hand, arm
tšolla, tšolotse	1. pour, spill 2. purge
tšomô, litšomô	folktale, tale
tsôna (indep pron, cl 4/5 pl)	they, them, themselves
tsuba, tsubilë	smoke
^{Mo}tswana, Batswana	a Tswana
tuku, lituku	head scarf
^{se}tulô	chair, seat, stool
^{se}tupu	stoop
tumëlisô, litumëlisô	greeting
turu (rel stem)	expensive

U

u- (SC/OC, 2nd pers sg)	you
uêna (indep pron, 2nd sg)	you, yourself
utloa, utloilë	1. hear 2. feel 3. taste, smell 4. understand
utloahala, utloahëtse	1. be understandable 2. be audible
utloisisa, utloisisitsë	understand
utsoa, utsoitsë	steal, rob

ENGLISH-SESOTHO

Vocabulary

A

ability	bohlale
able	-ka (verb auxilary)
above	holimo
absent	êo (after neg); sieô
abundance	nala
accident	kötsi
ache	bohloko
add	kôpanya
address	aterêsê
admire	boha
advice	këlëtsö
advise	ëlëtsa
affairs	mabaka
African	MoAfrika; MaAfrika
Afrikaans	Seburu
Afrikaner	Leburu
after	morao
afternoon	mantsiboea
afterwards	hamorao
again	hapê
agree	lumêla
agriculture	temô
aid	thusa
airplane	sefofane
all	kaofêla
aloe	lekhala
already	-së
also	le-; hape
always	kamehla
amazed	makala
American	LeAmërika
among	hara; mahareng
amount	boholo
and	mme; le-
and then	eaba
Anglican	Chache
angry	halefa
animal	phôôfôlô
announcer	seboholi
annoyed	halefa
another	mong; -ngoe
answer	araba; karabô
anyone	mang kapa mang
anything	lethô
anytime	neng kapa neng
anywhere	kae le-kae
appear	bonahala; hlaha shêbahala
apple	apolê
appreciate	boha
approach	atamêla
arise	tsoha
arithmetic	palô
arm	letsôhô
around	ka-nnǵa tsöhlë
arrange	hlôpha
arrive	fihla
arrive at	kêna
as	joaleka; kamöö

as if	eka (also eaka)
ask	botsa
aside	kathokô
ask for	kopa
ask	botsisisa
assembly	pitsô
astray	lahlêha
at	ka-; ha
attempt	leka
attend	kêna
autumn	(le)hoetla
awake	tsoha
ax	selêpê

B

baby	lesea; ngoana
bad	-be
badly	hampe
badness	bobe
bag	mokötla
bake	phêha
ball	bôlô
bank	banka
basket	seroto; sesiu
bathe	tôla
be	na; ba; le
bead	sefaha
bean	naoa
bear	jara; tsoala
beat	ôtla; shapa
beauty	botlê
because	hobane
bed	bêthê
beef	nama ea-khömo
beer	joala

before	pele
beg	kopa
begin	qala
beginning	hlôôhô
behold	boha
believe	khôloa; tšêpa
bell	tšepe
below	katlase; tlase; tlasa
belt	lebanta
bend	kôba
bend over	inama
beside	ka-thokô
besides	ho-feta möö
better	betere
beware (of)	hlôkômêla
beyond	ka-nngáne ho-
bicycle	baesekele
big	-holo
bind	fasa
bird	nönyana
bite	loma
black	-tšo
blanket	kobô
blood	mali
bloom	thunya
blossom	thunya
blouse	bolause
blow	foka
blunt	botsoa
board	palama
body	mmele
Boer	Leburu
boil	bela

book	buka
born	hlaha
borrow	kalima
bother	khathatsa
bottle	bôtlôlô
bowels	mala
box	lebôkôsê
boy	mohlankana; moshanyana
bracelet	lesêkana
bread	bohôbê
break	rôba; rôbêha
brew	ritêla
bricks	setene
bride price	bohali
bridge	borôkhô
bridle	tom[illegible]; toma
bring	tlisa
bring near	bapisa
broom	le fiêlô
brother	khaitsëli
brother	moholoane
my elder brother	aubuti, bö=aubuti
brother	ngoan'ëso
bucket	êmêrê
build	aha
building	mohahô
bump	thula
burn	cha
burn something	chesa
bury	boloka

bus	bese
but	empa
but	fêêla
butter	bôtôrô
butter	bôtôrô
buy	rêka
buy for	rêkêla
by	ho-
by	ka-

C

cafe	k'hëfi
calf	namane
call	bitsa
can	bolëkana
can	-ka (verb auxilary)
candle	lebônê
candy	pömpöng
cannibal	lelimo
car	kölöi
care for	alosa
careful	hlôkômêla
carry	jara
carry	bôfa
carry	roala
carry	pëpa
cat	katse
catch on fire	cha
cause	lebaka
cent	sêntê
ceremony	mokete
certain	nnete
certainly	ruri
chair	setulô
chalk	chôkô

chance	nakô
change	chenche
chat	qôqa
cheap	chipi
chest	sefuba
chicken	khoho
chief	morêna
chieftainship	borêna
child	ngoana
child	ngo ana
choose	khêtha
church	kêrêkê
cigarette	sakerêtê
cinch	hôrôta
city	tôrôpô
civilization	tsoêlôpele
class	tlelase
clean	hloêka
clean	hloëkisa
clear	êla
cleverness	bohale
clods	makôtê
clothes	liphahlô
clothing	seaparô
clubs	liktôtô
coal	mashala
coat	baki
coat	jase
coffee	köfi
cold	bata
cold	sefuba
color	mmala
comb	kama
come	tla
come back	khutla
come in	kêna
come near	atamêla
come out	tsoa
companion	thaka
companions	bö= (NP, cl la pl)
complain	lla
complete	phêtha
conceited	ikhantša
construct	aha
construct	haha
contain	tšêla
contented	khôtsô
continue	-ntsë
contradict	hana
conversation	moqôqô
converse	buisana
cook	phêha
cook	mophëhi
cool	fôla
corn	pööne
corner	hukung
corner	ntlha
correct	korêka
correct	ntša
correct	nêpa
cost?	bokae?
council	lekhotla
count	bala
country	lefatše
country	naha
court	lekhotla
cousin	motsoala
cover	koahêla
cow	khömo
create	ëtsa
crocodile	koëna

cross	halefa
crush	pitla
cry	lla
cry for	llêla
cup	köpi
cup	k'hapho
cupboard	k'habothe
cut	kuta
cut	itšêha
D	
daily	kamehla
dance	tantsa
danger	kötsi
dangerous	kötsi
dark	lefifi
darkness	lefifi
daughter	morali
dawn	mesô
day	letastsi
day after tomorrow	ka-mosô
daytime	motšeare
dead person	mofu
death	lefu
debt	molato
decline	hana
delayed	liêha
deliver	tsoala
depart	tsamaea
describe	hlalosa
desire	lakatsa
devastation	faqane
die	shoa
differ	fapana
difficult	thata
difficult	sita
dining hall	lijöng
dinner	tinare
direction	nnǵa
director	ookamëli
dirty	litšila
diagree	fapana
disarrange	hlöpholla
discover	fumana
discuss	bua
discuss	qôqa
dish	sejana
dish	sekôtlôlô
distance	sebaka
do	ëtsa
do	ëtsëtsa
doctor	ngaka
dog	ntja
donkey	tönki
door	lemati
doorway	monyakô
doubtful	belaêla
down	fatše
down	tlase, tlasa
draw	kha
dream	lôra
dress	mose
dress	apara
drink	noa
drive	khanna
driver	mokhanni
dry	ôma
during	mahareng a-
dust	lerole
dwell	aha
dwell	haha
dwelling	ntlo

E

ear	tsêbê
earring	lesale
earth	lefatše
ease	bonôlô
east	bochabêla
easy	bonôlô
eat	ja
education	thutô
egg	lehe
eight	robëli
either	kapa
elder	moholo
end	fêla
English	Sekhooa
English	Senyesemane
Englishman	Lenyesemane
enough	lekane
enter	kêna
entertain	thabisa
envelope	ênvelôpô
erase	hlakola
error	phôsô
escape	balêha
European	Lekhooa
evening	phirimana
every	ë-nngoe le-ë-nngoe
everyone	mang le-mang
everywhere	ka-höhlë
everywhere	kae le-kae
evil	bobe
evil	-be
examine	mamêla
excrement	masepa
expect	lebêlla
expensive	turu
explain	hlalosa
extend	ëkëtsa
extraordinary	mohlôlô
eye	leihlô

F

fail	sitoa
fall	oa
family	lelapa
famine	faqane
far	holê
farmer	molemi
farming	temô
fat	mafura
fat	nôna
father	ntatë
fault	molato
fear	tšaba
feast	mokete
feather	lesiba
feed	fêpa
feel	utloa
fderment	bela
fetch	lata
fever	fëbëru
field	tšimo
fierce	bohale
fill	tlatsa
find	fumana
finger	monoana
finish	phêtha
finish	qêta
finish	fêla

fire	mollô
fireplace	leifô
firewood	patsi
firm	tiea
first	pele
fitting	loka
five	-hlano
flee	balêha
flesh	nama
flock	mohlape
flour	phofo
flower	palesa
fly	fofa
fly	ntsintsi
fold	mena
folktale	tšomô
food	lijô
foot	leoto
football	futubôlô
force	matla
forest	moru
forget	lebala
fork	ferekô
four	nnê
French	Sefora
Frenchman	Lefora
fresh	ncha
friend	motsoallê
frightened	tšoha
from	ho-
front	pele
frost	seramê
full	khora

G

game	papali
garden	jarete
garment	seaparo
gateway	monyakô
gently	butlê
Germany	Jêrêmane
gift	mphô
girl	ngoanana
girl	moroëëtsana
give	fa
give to	nêa
glass	khalase
go	ea
go	eö
go	tsamaea
go for	lata
go out	tsoa
go towards	leba
goat	poli
god	molimo
good	molemô
good to eat	monate
good	-tlê
good-night	fonane
govern	busa
government	mmusô
grandfather	ntatë=moholo
grandmother	nkhono
grasp	tšoara
grass	joang
grateful	lëboha

graze	fula
greatly	haholo
green	-tala
greet	lumëlisa
greeting	tumëlisô
grey	putsoa
grief	bohloko
grind	sila
grinding stone	tšilô
ground	fatše
grow	mela
grow	lema
gun	sethunya

H

hair	bôea
hair	moriri
hammer	hamorê
hand	nêa
hand	letsôhô
happen	ëtsahala
happen	hlaha
happy	thaba
hard	ka-matla
hard	thata
harvest	kötulô
harvest	thotha
hat	katiba
have	na le-; ba le-
have to	tśoanêla
hay	furu
he	eêna
head	hlôôhô
head for	leba
head scarf	tuku
headache	jeoa ke̱-hlôôhô
headache	tšoëroe ke̱-hlôôhô
healthy	phela
hear	utloa
hearth	leifô
heat	mochesô
heaven	leholimo
heavy	boima
height	bolëlëlë
hello	khôtsô
hello	lumêla
help	thusa
her	-hae, eêna
herd	mohlape
herd	lisa
herd	alosa
herdboy	molisa
herdboy	molisana
here	ko̩ano; möna, mö̩ö̱; tëng
hey	hëla!
hide	pata
him	eêna
his	-hae
hit	shapa, nêpa
hoe	mohoma
hold	tšoara
hole	moköti
home	lehaë, lelapa, ha-habô, haëso, haëno
hope	tšêpa
hornless	-chitja
horse	pêrê
horsebrush	rôsekama
hospital	sepetlele
hot	futhumala, chesa
hotel	hötelë

hour	hôra
house	ntlo
how?	joang?
how many?	-kae?
how many times?	hakae?
how much?	-kae?
human being	motho
hungry	lapa
hurry	phakisa, tata
husband	monna, mohatsa

I

I	kẹ-
I, me, myself	nna
if	haeba, höja, höjane, ha-
ill	kula
important	bohlôkoa
impudent	ikhantša
in	ka-
indeed	e-hlilë, efêla, kannete
infant	lesea
inform	tsebisa
inhabitant	moahi
ink	ênkê
inoculate	ênta
inquire	botsa
inside	ka-hare, katëng
intelligent	bohlale
introduce	kënya
iron	tšepe
irritable	bohale
it	ha- (past of ho-)

J

jacket	baki
job	mosëbëtsi
Johannesburg	Khautëng
joke	soasoa
joy	thabô

K

kaffir corn	mabêlê
keep	boloka
kerosene	parafine
key	senôtlôlô
kick	raha
kid	soasoa
kill	bolaea
kind	mosa, molemô, mofuta
kindle	bësa
kiss	suna
kitchen	kichene
knife	thipa
know	tseba
knowledge	bohlale
kraal	lesaka

L

lamp	lebônê
land	naha
language	puô
large	-holo
late	liêha
later on	hamorao
laugh	tšêha
lavatory	matloana, ntlo ea-boithusô
law	molaô
laziness	botsoa
lazy	botsoa

lead	khanna
leader	ookamëli
learn	ithuta
leave	siea
leave out	khëtholla
leg	leoto
lemon	lamunu
lend	alima, kalima
length	boholo
length	bolëlëlë
lesson	thutô
let	ha-
letter	lengôlô
life	bophelô
light	lebônê, lesëli, bobêbê
like	joalëka, rata
like that	joalö
like this	tjëna
lion	tau
listen (to)	mamêla
little	hannyane, hanyenyane, -khutšoane, -nyenyane
live	phela, lula
load	bôfa
lobola	bohali
lock	nôtlêla
long	-lëlëlë
long ago	khalê
look	shêbahala
look after	hlôkômêla
look after	alosa
look at	shêba, talima
look for	batla
lose	lahla
lovable	ratêha
love	leratô, rata
luck	lehlôhônôlô
lunch	tinare

M

machine	mochini
madness	bohlanya
mail	pôsa
make	ëtsa
make (for somebody)	ëtsëtsa
make (a fire)	bësa
male	-tona
man	monna
man (old)	leqhëku
man	aubuti, bö=aubuti
many	-ngata
market	mmaraka
marry	nyala
marry (of a woman)	nyaloa
mat	sethêbê
match	mollô
matters	mabaka
me	n- (OC, 1st pers sg) (also m-, n-, ny-, ng-), nna
mean	bolêla
meat	nama
medicine	moriana
meet	kôpana
meeting	phuthêhô, pitsô
merely	fêêla
midday	motšeare

middle (of)	hare
milk	lebese
millstone	leloala
minister	moruti
ministry	boruti
miracle	mohlôlô
miss	fösa
mistake	fösa, phôsô
mix	kôpanya
modern	-cha
moment	nakô
money	chêlêtê
month	khoëli
moon	khoëli
morning	hosëng
my mother	mmê
mountain	Thaba
mountains	maloti
mouth	molömo
much	-ngata, haholo
so much	hakaakang, hakaalë hakaalö
much (money)?	bokae?
murder	bolaea
must	tšoanêla
my	-ka (poss pron)
myself	nna

N

name	lebitsô, rêha
nation	sechaba
near	haufi le-, haufinyane, pela
nearby	haufi
neatness	makhêthê
new	-cha
news	taba
newspaper	koranta
nice	monate, -tlê
nicely	hamonate
night	bosiu
nine	robong
no	ê-ê
no	chêê
noise	lerata
noon	motšeare
north	leboea
nose	nkô
not	ha-, e-seng
not yet	ë=sö
nothing	lethô
now	joalë
numerous	-ngata
nurse	nêsê, ôka
nursing	bonêsê

O

object	nthô
occur	ëtsahala
of	oa-, ea-, ba-, tsa-, etc.
office	öfisi
often	hangata
Oh!	ao! (also hao!)
oil	mafura
Okay.	Ho-lokilë.
old	haholo
on	holima
once	hang
one	mong, nngoe
only	fêêla
open	bula

opportunity	sebaka
or	kapa
orange	lamunu
order	makhêthê
other	-ngoe
ought to	tšoanêla
outrun	siea
out	kantlê
ox	khömo
oxen	pholo

P

pain	bohloko
painful	bohloko
pant	hêma
paper	pampiri
pardon	tšoarêla
parent	moholo, motsoali
pass	feta; pasa
pass one another	fapana
pass (something to someone)	nëhëlëtsa
pass book	bukana
path	tsela
pay	lefa
pay attention	mamêla
peace	khôtsô
peacefully	kakhôtsô
peach	përëkisi
peas	ërëkisi
pen	pênê
pencil	pêntsêlê
pepper	pepere
perhaps	ekaba, mohlömong
person	motho
perspire	fufulêloa
petticoat	ônnorôkô
photograph	fôtô
pick	khëtha
picture	setšoantšô
pig	fariki
pipe	pëipi
place	bêa, ha-, sebaka
place (my)	ha-ka
place (your)	ha-hao
plant	jala
plaster	lila
play	bapala
play for	bapalla
play (a musical instrument)	letsa
playground	lebala
please	ak'u, -hlê, khahlisa, thabisa
plenty	nala
plough	lema
plough	mohoma
pocket	pôkôthô
point	ntlha
point at	supa
policeman	lepölesa
porridge (solid)	papa
porridge (sour)	motôhô
positive	tiea
possess	rua
post office	pôsô
pot	pitsa
potato	tapolê
pour	tšolla
pour into	tšêla
powerful	matla

praise	rôka
preach	ruta
precious	bohlôkoa
precipice	selömo
pregnant	êmara
prepare	lokisa
present	tëng, eô
preserve	baballa, boloka
prevent	thiba
prevented	sitoa
price	thêkô
priest	moruti
produce	bêa
produce	hlahisa
progress	tsoêlôpele
pronounce	bitsa
prosperity	lehlôhônôlô
puff	hêma
pupil	morutuoa
pure	hloêka
purpose	böömo
purse	mokötlana
put	bêa
put in	kënya
put on clothes	apara, tena
put out	tima
put side by side	bapisa

Q

question	botsa, potsô
quickly	kapele
quiet	khutsa

R

race	rëisisi
rain	na, pula
raincoat	jase ea-pula
raise	ëmisa
rapidly	kapele
reach (a place)	fihla
read	bala
read to/for	balla
reality	sebele
reap	kötula
reason	lebaka
receive	nka
receive	amohêla, fumana
recite, narrate	pheta
recount	hlalosa, bolêla
recover	fôla
red	-fubëlu
refresh	khatholla
refuse	hana
reign	busa
remain	sala
remember	hopola
remove	tlosa
repeat	pheta
reply	araba, karabô
request	kopa
rest	phomola
return	khutla
return to	khutlêla, boêla
reward	putsa
rice	rëisi
rich	rua, khora
ride	kalama (also palama)
right (become)	loka
right (get)	nêpa
right now	höna-joalë
rise (sun)	chaba
river	noka

road	mmila, tsela
roast	bësa
roof	rulêla
room	kamorê
rot	bôla
rubbish	lithole
round	-chitja
rule	busa
ruler	mmusi
run	matha
run away	balêha

S

sad (become)	soaba
saddle	qhanêha, sale
saddle cloth	tlelëke
saliva	mathê
salt	noka, letsoai
sample (food/drink)	latsoa
satisfied	khôtsô
satisfy	khôtsôfatsa
saw	sakha
say	cho, re
saying	polêlô
school	sekölö
scold	ômana
season	noka
seat	setulô
security	khôtsô
see	bôna, bônahala, bônana, böntšisa
seize	nka
select	khêtha
sell	rëkisa
send	roma
sentence	polêlô
set (a table)	têka
seven	supa
sew	roka
shade	mmala
sharp	bohale
shawl	tjale
she	eêna
sheep	nku
shirt	hêmpê
shoe	seêta
shoot	thunya
short	-khutšoanyane
show	böntša, hlahisa
shut	koala
be sick	jeoa
sick (become)	kula
side	nnǵa, ka-nnǵane
silent	khutsa
sin	sebe
since	esale
sing	bina
sing for	binêla
sister	ngoan'ëso, ausi, rakhali, moholane
sit down	lulu
six	tšelêla
size	boholo
skin	lekôkô
sky	leholimo
slander	loma
slaughter	hlaba
sledge	selëi
sleep	rôbala, lala
slowly	butlê
small	-nyenyane
smoke	tsuba
snow	lehloa
so-and-so	nnyëo

soap	sesepa
soft	bonôlô
soil	mobu
soil-erosion	khoholêhô
some	-ngoe
somebody	mong
something	lethô
son	mora
soon	haufi, haufinyane, kapele, ka-mosô
sore	bohloko
sorghum	mabêlê
be sorry	soaba
soup	sôphô
south	boroa
sow	jala
speak	bua
speak to each other	buisana
spear	lerumô
speech	puô
spend the night	lala
spherical	-chitja
spirit	môea
spoon	khaba
spouse	mohatsa
spring	seliba; selemô
stab	hlaba
stable	setala
stamp	têmpa, setêmpê
stand	ëmisa
stand up	êma
start	qala
stay behind	sala
steal	utsoa
stick	molamu
stick	thupa
still	sa
stocking	kausi
stomach	mpa
stomache ache (have a)	ho-jeoa ke-mala
stone	lejoê
stool	setulô
stoop	setupu
stoop (over)	inama
stop	ema, ëmisa, thiba
store	lebênkêlê
stove	setöfo
straighten	köbolla
stream	nokana
strength	matla
strike	ôtla, shapa
string	khoêlê
strong	matla
storm	sefefô
student	moru tuoa
study	ithuta, thutô
sufficient (be)	lekane
sugar	tsoekere
suggest	hlahisa
summer	(le)hlabula
summon	bitsa
sun	letsatsi
supper	lijô tsa-mantsiboea
surpass	feta
suspect	belaêla
sweat	mofufutsô
sweater	jësi
sweep	fiêla
sweeten	noka
sweetness	monate

T

table	tafolê
tablecloth	lesela
take	nka
take away	tlosa
take care of	baballa
take out	ntša
take to	isa
talk	bua
tall	-lëlëlë
tame (be)	thapa
taste	utloa, latsoa
tax	khafa
tea	teë
teach	ruta
teacher	tichêrê
tell	bolêla
tell (something to somebody)	bolêlla
temperature (a fever)	mochesô oa-mmele
temperature	mochesô
ten	leshomê
tender	bonôlô
tether	ropa
thank	lëboha
thank you	tanki
that	hore
then	hê, hêê
there	möno, möö
they, them	bôna
thin (be)	ôta, fôkôla
thing	nthô
think	khôloa
think of	hopola
thirst	lenyôra
thirsty (become)	nyôroa

though	leha
three	tharo
thresh	pola
threshing floor	seôtlô
throat	mmetsô
throw (with care)	akhêla
thus	tjëna, joalö
tidiness	makhêthê
tie	fasa, thae, tlama
time	nakô, mohla
times (how many)?	hakae?
tin	bolëkana
tire	khathala, khathatsa
to	ho-
tobacco	koae
today	kajëno
together	mmôhô
tomorrow	hosasa, hosasane
tongue	leleme
tooth	leinô
torment	hlokofatsa
toss	akhêla
towards	ka-nnǵa ea-
town	tôrôpô, motse
train	terene
travel	ëta
traveler	moëti
tree	sefatê
tribe	sechaba
trouble	khathatsa
trousers	borikhoë
truck	kölöi
true	nnete, sebele
truly	kannete, ruri
trust	tšêpa
truth	nnete

try	leka
turn	tjeka
twine	khoêlê
two	-bëli, pëli
type	mofuta

U

ugly	-be
unbridle	tomolla
uncinch	hörötolla
uncle	malomê
uncover	koaholla
under	tlase, tlasa
underneath	katlase
understand	utloisisa
underwear	sökisi
undo	hlöpholla
undress	hlobola
unload	bofolla
unsaddle	qhanolla
untie	tlamolla, fasolla
until	ho-isa
unwind	thatolla
up	holimo
urinate	ntša mëtsi
pass water, urinate	rota, ntša metsi (for adults), sesa (for children)
use	sëbëlisa

V

vaccinate	ênta
valuable	bohlôkoa
value	bohlôkoa
variety	mofuta
vegetable	morôhô
very much	haholo
village	motse
visible (become)	bônahala
visit	chaka, chakêla, êta
voice	lentsoe
volunteer	moithaopi

W

wagon	kölöi
wait	êma, butlê
wait for	êmêla
walk	tsamaea
wake up	tsoha
wall	lerakô
want	batla
warm	futhumala
wars of devastation	faqane
wash	hlatsoa, hlapa
wash (yourself)	itlhatsoa
watch	oache
water	mëtsi
water pot	nkhô
watermelon	lehapu
way	tsela
we	rona
weak	fôkôla
wealth	leruô
wear	tena
weed	hlaóla
week	bëkë, libëkë
weep	lla
weight	boima
well	seliba, hantlê
west	bophirimêla
wet (get)	kôlôba
what?	efe?, eng? (also -ng?)

wheat	körö
when	ha-
when?	neng?
where?	kae?, hokae?
which? what	efe?, ofe?, sefe?, life?, etc.
white	-soëu
who?	mang?
whole	kaofêla
whom?	mang?
whose?	ea-mang?
why?	ke̲'ng?, hobane'ng?, kā-baka la'ng?
wickedness	bobe
wide	-batsi
wife	mohatsa, mosali
wind	môea, thata
wind (strong)	sefefô
window	fëstërë
winnow	ölosa
winter	mariha
wire	terata
wisdom	bohlale
wise	bohlale
wise (get)	hlalefa
wish	batla
with	le-
woman	mosali
wool	bôea
word	lentsoe
work	mosëbëtsi
world	lefatše
write	-ngǒla
wrong (be)	fösa

Y

year	selemô
year (next)	isao
yellow	-sêhla
yes	ëë
yesterday	maobane
yesterday (day before)	maoba
yet	empa, sa
yet (not)	ë=sö
young	-cha, -nyenyane
your	-hao (poss pron)
youth	mohlankana, bahlankana